

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

The advent of democracy in 1994 brought about changes in systems and policies throughout the administrative landscape of South Africa (Mestry, Hendricks, Bischoff, 2009: 475). Education was no exception. The organisational changes instituted in post-democratic South African education meant that henceforth school principals would no longer manage a school alone, but management would be shared by the School Management Team (SMT). The SMT comprises Principal, Deputy-Principal and Heads of Department (Mkhwanazi, 2007:1). This therefore means that the people who will be managing schools should be developed so that they can be able to perform their administrative work effectively, and be decisive in their schools.

In 1996 the system of education was restructured, and the nineteen different Departments of Education dating from the apartheid era were integrated into one single Department of Education, with a provincial department in each of the nine provinces. The aim of the Department of Education, as stated in the Government Gazette, is to strive towards building an equitable and high quality education system for all citizens, having a common culture of disciplined teaching and learning (*Government Gazette* no. 16312 of 1995). The fusion of the different departments into one department created confusion and uncertainty among educators (Mkhwanazi, 2007:3). Lekome (2007:1) adds that the democratisation of educational processes and practices has also been made necessary by the advent of democracy in South Africa, which is enshrined in the constitution of the country. This too, though it was clearly in the best interest of all, led to the creation of new institutions, rights and responsibilities which involved challenges, uncertainty and confusion.

However, the legacy of the struggle against apartheid still lingered. Campaigns to make schools ungovernable and to defy all forms of authority found form in the defiance of subject advisors and circuit inspectors. This created a massive problem as educators were not monitored and evaluated in their work (Lekome, 2007:1). It is true that in some instances, abuse of power led to this stance, as the resistance was

often due to the fact that circuit inspectors and subject advisors just used to enter the schools, walk into the classrooms without prior arrangement, and evaluate teachers. This disturbed educators, who saw this kind of evaluation and monitoring as top-down policing which did not benefit the educators. They preferred a bottom-up approach. Other issues and challenges that were not looked at and addressed were multi-grade and multi-phase teaching, a lack of skills and knowledge resulting from developmental needs, poor training of educators in new learning areas, and no empowerment of educators (Lekome, 2007:7).

Change in politics in South Africa brought about change in the education system. It brought about new methods, change in curriculum, in school management, in the provision of services and in new organisational structures, as well as new personnel policies and employee benefits. Mkhwanazi suggests that managing change should be integrated into staff development, and staff members should be familiarized with programmes designed to bring about and endure change (Mkhwanazi, 2007:20). Change still poses challenges for every person involved if staff development among the educators and led by the school principals has not taken place. Failure to conduct proper staff development can result in teacher isolation, which leads to failure to meet the goals, aims, vision and mission of the schools.

Brown (2008:63) also confirms that in rural areas there is widespread use of multi-grade teaching. Multi-grade teaching is the method in which learners of two or more grades are combined to form one class which is taught by one educator. He claims that there are different reasons for multi-grade teaching, but researchers have found that educators are never adequately prepared for such teaching, and take exception to the conditions under which they are working. No teacher-training ever addresses multi-grade teaching, nor do INSET programmes cater for multi-grade teaching, which poses considerable challenges (Brown, 2008:63).

The researcher therefore articulates the leadership roles of the school managers in dealing with the dynamics of education. It is also imperative for these school leaders to be well-equipped and empowered themselves to be able to equip and empower their subordinates and develop them professionally. The Department of Education expects school principals to play a significant role in the development of their

educators. Principals should therefore utilise strategies that can be effective for the benefit of the school community, which is the educators, the learners and the parents. This qualitative research investigates the strategies used by school principals in promoting professional development among the staff in the Keiskammahoek area.

Keiskammahoek is an area of about 36 villages, situated in the Eastern Cape Province approximately 30 kilometres from King William's Town. It is a rural area, divided into five wards. The population census of 2001 (the most recent available) reveals a population of approximately 38 063 inhabitants. Serving this largely rural community are 52 schools, ranging from Junior Primary to High Schools. There are 8 372 learners and 325 educators in the schools at Keiskammahoek (DEMIS, King William's Town District). The researcher is himself a *bona fide* child of Keiskammahoek, born at Mthwaku location and currently working in the area.

The lack of development and the high premium placed on education as a means of escaping poverty in the rural areas place considerable burdens of responsibility on the shoulders of the principals of rural schools (Bloch, 2009:75-6). There are high expectations of performance from all quarters: politicians, officials, parents and learners. The keen interest with which the public follow the annual release of the National Senior Certificate results is a clear indication of popular interest in the health of the schooling system. The demand for constantly improving results is often directed at the principal. But principals do not act alone; they are expected to lead a professional and competent cadre of educators whose function it is to teach and to prepare learners at all levels of the system for the challenges that lie ahead.

Yet there are questions about the capacity of the educator staff in schools throughout South Africa to carry out their most basic function effectively. Consistently poor or fluctuating results at all levels of the system are often blamed on the alleged limited capacity of educators (Fleisch, 2008: 132-3). The Acting Director-General of the Department of Basic Education, Mr Bobby Soobrayan, said that the matter was serious as: "Too many school teachers cannot pass the tests their pupils sit" (*Mail and Guardian*, 4 February 2010).

This is indeed a serious indictment.

In a recent analysis of poor results from the education system as a whole, Kriek and Grayson claim that teachers have limited content knowledge, use ineffective teaching approaches and display unprofessional attitudes. In addition, low teacher qualifications all contribute to the poor performance of learners (Kriek and Grayson, 2009: 185). While not entirely ready to lay all the blame for poor performance at the door of teachers, the researcher is forced to admit that there may be some element of truth to this. Many educators left college or university many years ago (the average age of educators in the Eastern Cape is 46 years – Quantitative Survey, ECDoE, 2008), so there is a need to refresh learning, subject knowledge, teaching skills and classroom management skills. In addition, some educators have received what may at best be described as scanty training. Add to this that 1994 brought transformational policies that brought confusion and uncertainties to the education fraternity (Mkhwanazi, 2007:3), and the advent of considerable curriculum changes culminating in a new curriculum, the National Curriculum Statement (NCS) and a new methodological approach, Outcomes-based Education (OBE), and it is clear that there is a need for comprehensive programmes of educator development to be implemented.

In formulating national policy on teacher development, the Department of Education stated:

It is clear that all teachers need to enhance their skills, not necessarily qualifications, for the delivery of the new curriculum. A large majority need to strengthen their subject knowledge base, pedagogical content knowledge and teaching skills. A sizeable proportion need to develop specialist skills in areas such as health and physical education, HIV and AIDS support, diversity management, classroom management and discipline, and so on. Many need to renew their enthusiasm and commitment to their calling (DoE, 2006:17).

Sadly, such programmes do not appear to have yet materialised in any meaningful way in Keiskammahoek. Instead, the high expectations of stakeholders have to be managed by principals. It falls to principals to attempt to improve the quality of the teaching provided by their educators through professional development. This is indeed part of the principal's core function.

According to the Personnel Administration Measures (PAM) document, principals are expected, as part of their official job description:

- To provide professional leadership within the school.
- To guide, supervise and offer professional advice on the work and performance of all staff in the school and, where necessary, to discuss and write or countersign reports on teaching, support, non-teaching and other staff.
- To be responsible for the development of staff training programmes, school-based, school-focused and externally directed, and to assist educators, particularly new and inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school.
- To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.
- To ensure that all evaluation/forms of assessment conducted in the school are properly and efficiently organised. (PAM, 4.2)

Similarly, the function is again given flesh in the Employment of Educator's Act, (No. 76 of 1996) which states that it is the responsibility of the school principal to have training programmes for the development of staff, both school-based and school-focused, and externally directed, to assist educators, new and experienced, in developing and achieving educational objectives in accordance with the needs of the school.

It is therefore clear that principals are expected to play a leading role in the professional development activities of their staff. This role is further enhanced by including the role of advisor and appraiser of educators in the Principal's job description. Even though there are other structures which are meant to assist as part of the development of educators flowing from the Integrated Quality Management System, the Principal is still expected to play a leading role in ensuring the development of educators.

This professional development can take many forms. From the induction that every new staff member should receive on first appointment to the school, to subject-based development, to assessment training, to involvement in school administration, all constitute forms of professional development. Some principals believe strongly in delegation, and involve educators in tasks that are not only useful to the school, but which enhance the educator's development in areas

which might be outside the classroom, but which are prescribed roles in the Norms and Standards for Educators (ELRC, 2000: A-46):

- (a) Learning mediator.
- (b) Interpreter and designer of learning programmes and materials.
- (c) Leader, administrator and manager.
- (d) Scholar, researcher and lifelong learner.
- (e) Community, citizen and pastoral role.
- (f) Assessor.
- (g) Learning area/subject/discipline/phase specialist.

Yet professional development remains a highly contested terrain. The Minister of Higher Education, Dr Blade Nzimande, in his closing speech at the Teacher Development Summit in June 2009, made it clear that there have been numerous calls made by the teacher unions and other stakeholders over many years for the development and implementation of strategies and plans for teacher development (ELRC, 2009). It may be suggested that one possible reason why it has taken so long to develop and implement a comprehensive strategy when the need for it was so obvious may lie in the legacy of apartheid education. It is suggested that the apartheid years affected severely the culture of professional development and entrenched political resistance to evaluation and appraisal, due to the fact that the principals and inspectors who conducted it were viewed as politically biased, and collaborators with the apartheid regime (Mestry, Hendricks and Bisshchoff, 2009:478).

The Quality Assurance Directorate suggests that with the democratisation of education and associated decentralisation of authority, schools are therefore responsible and accountable for their own performance, which means that the schools themselves are responsible for improving the quality and standards through appropriate strategies for monitoring and evaluation of their work. For the school to achieve that professional support, teams should be available that will have a proper action plan and policy for whole school evaluation (Quality Assurance Directorate, 2001:4).

In 2003 the Department of Education instituted three programmes aimed at improving the quality and the standard of teaching and learning in schools; these are the Development Appraisal System, Performance Measurement and Whole

School Evaluation. The purpose of Development Appraisal is to assess educators in a transparent manner, determining areas of strength and weakness, and drawing up programmes for their development, while on the other hand Performance Measurement is meant to evaluate educators for salary and grade progression, and for the confirmation of appointments, rewards and incentives. Whole School Evaluation (WSE) evaluates the effectiveness of the school and also comments on the effectiveness of support, suitability of infrastructure and availability and appropriateness of teaching and learning resources, as well as the quality of teaching and learning (Education Labour Relations Council, 2003:4; Education Human Resources, 2000:6). All the above are features of the Integrated Quality Management System, meant to determine competence, assess strengths and areas for development, provide support and opportunities for development and continued growth, promote accountability and monitor the institutions' overall effectiveness (ELRC, 2003:5).

Despite attempts to free it, professional development has become inextricably bound up in the educator appraisal system – firstly in the Development Appraisal System (DAS) and more latterly in the Integrated Quality Management System (IQMS). The first, as a union-driven initiative, received only lukewarm acceptance and half-hearted implementation (Taylor *et al.*, 2003:9), while the latter has been mired in controversy. Conflict with the unions over implementation and follow-through due to the link between professional development and pay has meant that although passed in 2003, the IQMS has yet to be fully operationalised. Conflict over educator benefits has politicized government's attempts to improve the quality of teaching and learning by ensuring that all educators receive ongoing professional development. The Department of Education adopted a policy on Teacher Development in 2006, but it was only in June 2009 at the summit held in Gauteng that some progress was made.

The conflict at the political level is mirrored on the ground, where even the best-intentioned staff development activities can be received with hostility and rejection. Principals are constantly challenged with requests for time off for

development, or from teachers wishing to attend workshops or courses. They are often also the focal point for seething discontent about conditions of service, with the lack of professional development and support to educators being one of the major bones of contention. Many principals are well-intentioned, struggling to cope with administrative burdens, curriculum management issues and unruly and ill-disciplined learners. Through it all, the professional development of staff remains a priority. It is therefore important to investigate exactly what principals are doing as far as professional development is concerned in an area which could, by all accounts, benefit from a more fully developed educator corps. Research also accentuates the involvement of principals, integrating professional development into the teaching and learning theories and practices of teachers (Van Niekerk, 2009). Principals as heads of institutions and leaders managing schools as organisations are entrusted with the smooth running of their schools. It is the responsibility of the schools to utilise the resources they have, which in are chiefly the human beings in the school community, especially the teaching staff. The school principals have to see to it that the teachers they are working with are developed in order to be able to perform duties that are assigned to them. As more is expected from the educators over time, professional development is not optional but required. Principals have to help to them develop in order to improve their abilities.

There are subjects like mathematics, science and technology that are national priorities which are among the requirements to enter higher education, that are supposed to be passed by Grade 12 learners, but the pass rate is very low. Samuel raises concern about the declining professionalism where there is a shift from responsibilities and competences to positions and promotions (Samuel, 2009). The literature indicates that there is a dire need for professional development among the staff to improve standards and achieve best results. Poor professional growth and development is evident in the results of Grade 12 from the previous years, showing that something should be done to improve them. Schools in the Keiskammahoek circuits are always at the bottom of the list when compared with other schools in the King William's Town District. The District itself is no better, also achieving poorly compared with other districts, while the Province fares no better compared with other Provinces.

It is clear that research into what it is that principals in such schools are able to do to develop their educators would thus form a fruitful area for investigation.

1.2 RESEARCH PROBLEM AND RESEARCH QUESTIONS

1.2.1 RESEARCH PROBLEM

To date very little research has been undertaken into what it is that rural school principals actually do to develop staff, and how they undertake the professional development of their educators, given that they are in remote, resource-poor environments, which makes even the simplest development difficult. There are high expectations of principals and a heavy workload, which in many cases includes classroom teaching, and yet they are still expected to motivate and develop staff when they themselves have never been formally trained to develop staff. The researcher is interested in how the principals manage the professional development function, specifically the strategies that they use to initiate and sustain professional development programmes.

1.2.2 MAIN RESEARCH QUESTION

- What strategies do the principals of schools in the Keiskammahoek area use to promote the professional development of their teaching staff?

SUB-QUESTIONS

- To what extent are principals able, given their many other duties, to initiate and sustain meaningful professional development for their educators?
- What implications are there, if any, for future professional development initiatives for teachers in rural areas, arising from the findings of this study?

1.3 RATIONALE

The study investigates the strategies that the school principals use in professional development among the staff members at their schools. Mkhwanazi claims that there

is an inevitable link between professional culture and political factors that determines programmes and policies in the education system. Successful changes have later failed because of not paying enough attention to the possible impact of the culture of the school on professionalism (Mkhwanazi, 2007:7). This study therefore aims to elicit information about, and a better understanding of, what the school principals have done to develop educators with appropriate skills, knowledge, and attitudes, and to determine if any assistance is forthcoming in terms of induction, appraisal, evaluation, monitoring, mentoring and coaching.

1.4 PURPOSE OF THE RESEARCH

To investigate what strategies the principals of schools in the Keiskammahoek area use in promoting the professional development of educators in their teaching and learning environment. To ascertain to what extent the principals in this remote area have managed to find ways of ensuring the professional development of their educators. To determine whether they have developed any unique strategies that are transferable to other schools, and which could assist other principals to develop their own staff.

1.5 SIGNIFICANCE OF THE STUDY

The professional growth and development of educators is a very important but often neglected area. There are high expectations of schools, principals and educators, and it is critical that ways be found to keep the professional development of educators at the forefront of agendas on educational transformation. There are a myriad ways in which educators can be developed professionally, and it is likely that principals will approach the question of professional development from different perspectives. By sharing experiences of what strategies they use to promote professional development for educators, principals will enhance their own professional growth and development, as well as benefiting from the experiences of others. It will also be useful to administrators and those engaged in professional development activities, which stand to benefit from an in-depth examination of the practices of principals as far

as professional development is concerned. It would appear that the South African Council of Educators (SACE) is readying itself to implement comprehensive professional development for educators. This study could illuminate the role that principals are playing in professional development, and possibly help to guide future strategy and planning.

1.6 DEFINITION OF TERMS

It is important to understand clearly what is meant by **professional development**. There is a considerably body of literature on the subject. It is clear that the term “professional development” is applied to a host of activities. For the researcher’s purposes he has taken professional development to mean activities to enhance professional career growth. Amongst these are: individual development, continuing education, in-service training as well as curriculum training, writing groups, peer collaboration, study groups and peer coaching and mentoring (Association for Supervision and Curriculum Development, 2010).

A strategy is a plan of action designed to achieve a particular goal. Strategy deals with the “how” part rather than the “what”. "Strategy is the direction and scope of an organisation over the long term, which achieves advantage for the organisation through its configuration of resources within a challenging environment (...) to fulfil stakeholder expectations" (Johnson and Scholes, 1994:5).

1.7 LIMITATION OF THE STUDY

This study is limited to selected schools in the Keiskammahoek area. It is not claimed that the findings can be generalised to all schools.

1.8 CHAPTER OUTLINE

CHAPTER 1

Background of the study.

This is the introductory chapter that outlines the background of the problem being investigated, the research problem, research questions guiding the study, and the purpose of the research as well as the rationale and significance of the study.

CHAPTER 2

Literature review and theoretical framework.

This chapter reviews the literature on the current state of knowledge about the professional development of educators. It focuses on development programmes, fields for professional development and the importance of professional development that will contribute to the life-long learning of educators, and which can improve the quality of educators in schools.

CHAPTER 3

Research methodologies.

This chapter provides descriptions of the research process, research design, methodology and methods, justifying the methodological choices.

CHAPTER 4

Data presentation and analysis.

This chapter presents the findings that emerged during the interaction of the researcher with the participants in the field.

CHAPTER 5

Conclusion and recommendations.

This chapter summarises the findings, provides conclusions and makes recommendations that arise from the study.

1.9 CONCLUSION

Chapter One has outlined the problem that exists in the schools of the selected area and provided the background to aid in understanding the problems cited. The key research question and sub-questions posed focus on the strategies that the school principals use to respond to that problem.

The next chapter is the literature review in which various sources are cited for what they reveal about existing research and theory, chiefly in the area of the professional development of teachers and the role of principals in developing teaching staff.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

A review of existing literature is an integral part of any research process. According to Neuman: "Scientific research is not an activity of isolated hermits who ignore others' findings. Rather, it is a collective effort of many researchers who share their results with one another, and who pursue knowledge as a community" (1997:89). It is thus vital that before engaging in any field research, a researcher first consult existing literature to explore the current body of knowledge; reading widely within the field to identify both the known and the unknown, and thus to situate his research appropriately. However, it must be noted that the body of literature on professional development is a large and growing one. Add to that the enormous volume of scholarship on the role and functions of school principals, and one must necessarily attempt to sample the literature judiciously.

In this chapter the researcher has chosen to focus on a few themes that are explored in the research project. This literature review looks at what has been written, examining current research, and exploring theoretical and conceptual areas to form a foundation for the study of the strategies used in schools by school principals or managers. Briggs and Coleman emphasise the fact that knowledge does not exist in a vacuum, and for the researcher to be able to understand, he has to consult other literature, as his study is a contribution to existing knowledge (Briggs and Coleman, 2007:69)

Primarily, the researcher aims to clarify and to explain comprehensively what professional development is, to outline the purpose of professional development, and to examine different types of professional growth, structures of professional development, expectations of the school principal and strategies commonly used by school principals to bring about the professional development of their staff. This chapter will also give a theoretical framework related to transformational school leadership that emphasizes the implementation of the programme of professional development for the benefit of

the community and society, as well-developed educators will be able to teach and impart their knowledge with confidence and self-esteem.

2.2 WHAT IS PROFESSIONAL DEVELOPMENT?

There are a variety of ways in which to conceptualise professional development. Scholars cited by Mkhwanazi define professional development as an ongoing development programme and ongoing learning opportunities, full of activities to enhance knowledge, skills and attitudes of the educators to enable them to educate learners more effectively (Mkhwanazi, 2007:13). Mkhwanazi also suggests that the knowledge, skills and attitudes of the educators should continuously be developed for the creation of life-long learners.

Rebore claimed that as our society has seen constant changes in communication channels and technology, educators also have to be developed to able to meet those changes (Rebore, 1991:162). Students and educators are experiencing changes in politics, economics and social status, which mandates the schools to educate learners in order to enable them to meet the challenges brought about by those changes. Rebore also suggests that such changes put pressure on schools to introduce new services, instructional materials and equipment which requires training and educating educators to prepare them for such changes. He therefore suggests that professional development should be seen as having two parts – education and training – in which training emphasises the acquisition of the motor skills and production of methods that improve employees' ability to perform their jobs, and education is the process of helping an individual understand and interpret knowledge (Rebore, 1991:162).

Cawood and Gibbon define staff development as the experience provided by the school which contributes to the sort of personal and professional growth that improves the teaching of individuals (Cawood and Gibbon, 1981:17).

Drago-Severson regards professional development as a programme that supports educators in their personal and professional growth in terms of skills, development, self-confidence and classroom behaviour (Drago-Severson, 2004: xxi).

Swanepoel, Erasmus, Van Wyk and Schenk see professional development as human resource development that contains learning experiences organized by the employer within a specified period of time to bring about the possibility of performance improvement and personal growth, where training and education are intentional and unintentional (Swanepoel, Erasmus, Van Wyk, and Schenk, 2003:451).

After considerable reading, the researcher has chosen to understand professional development to mean activities designed to enhance the professional career growth of educators. Amongst these are: individual development, continuing education, in-service training including curriculum training, writing groups, peer collaboration, study groups, and peer coaching and mentoring (McCaw, n.d.:3). In the Employment of Educators Act (No. 76 of 1998), the Act of Parliament which regulates the employment of educators in South Africa, it is clearly laid down that it is the responsibility of the school principal to have training programmes for the development of staff. Such programmes may be both school-based, school-focused and externally directed, to assist educators – new and experienced – in developing and achieving educational objectives in accordance with the needs of the school (Employment of Educators Act, C-64).

It is suggested that development begins when the new teacher is recruited to a post. Prior to this the school principal should provide the exact details of the kind of educator that is required, by setting the expectations of the school, analysing the job and drawing up the job description for advertisement, then participating in the selection of the prospective candidate (Law and Glover, 2000). Induction follows for the candidate selected. Schwille and Dembele define induction as the formal and informal process in which the new teachers begin their practice, and adapt to and learn their roles as teachers (Schwille and Dembele, 2007:32). Induction should be followed by continuing professional development that focuses on the learning opportunities for teachers. Schwille and Dembele suggest that the purpose of continuing professional development is to learn to facilitate the implementation of policies or educational reform, preparing educators for new functions, preparing to meet the school needs and

school development, and for individual enrichment: that means that teachers have to be developed on theoretical and practical issues (Schwille and Dembele, 2007:33; Law and Glover, 2000:254).

Joyce, Calhoun and Hopkins (2002:153) show that teachers feel involved and grow professionally during training, recruitment and induction. Once in the job, however, the attention seems to stop and they feel that they are in continuous professional development limbo, where they seem not to be entitled to newly qualified teacher courses that make them ready for leadership and management (Schwille and Dembele claim that teachers are in the epicentre of the learning process, and that learning at schools depends on the quality of the teachers (Schwille and Dembele, 2007:30).

Educational reforms which schools are experiencing need professional development to enable educators to transform their roles and teaching strategies in order to improve student achievement and to implement change in the classroom (Schwille and Dembele, 2007:45). There are continuous changes that take place in the education field, and such reforms require teachers to move away from comfortable, long-established practices. Professional development is an essential element of comprehensive and systematic reform, as this will help teachers to handle any kind of reform in education. Due to the myriad of such changes, an absence of co-ordinated development can put the staff at cross purposes, which are very detrimental to the education of the learners (American Federation of Teachers, 2002:2).

Staff development is effective when it is a continuous process in which appropriate training, follow-up with supportive observation and feedback, staff dialogues, mentoring and coaching take place (Steyn, 2005). Professional development of the staff needs to be continuous, and teachers need to have not only classes for courses or lectures, but also other learning experiences which are continuous throughout the whole year. Effective Professional Development is thus not a once-off short-term programme, but a planned programme with workshops, assignments, reflective journals, peer support and kits for learning areas like mathematics, science and technology (Kriek and Grayson,

2009:185). Steyn suggests that there must be early professional development for those that are from universities and tertiary institutions (Steyn, 2008). Minister Blade Nzimande, in his closing speech at the Teacher Development Summit, suggested that there must be a good and coherent policy for teacher appraisal and development which rationalized and strengthened the professional development of all educators (South African Government Information Service, 2009).

2.3 THE IMPORTANCE OF PROFESSIONAL DEVELOPMENT

Swanepoel *et al.* give different reasons why professional development is necessary and important:

- To improve performance for those who do not meet the requirements
- To prepare employees for further positions
- To ensure competitiveness in the work place
- To increase the literacy level of employees
- To increase job satisfaction that benefits individuals and the organisation
- To improve interpersonal skills that will make the organisation, in this case the school, a better workplace (Swanepoel, Erasmus, Van Wyk, and Schenk, 2003:451).

Professional development as training not only looks at learning skills as they are supposed to be, but also helps educators to develop insight into pedagogy, practices, and understanding of the content. It also enables trainers to use all available resources, including technology, that provide the teachers with support that can grow them professionally.

2.4 THE NEED FOR PROFESSIONAL DEVELOPMENT

While not seeing the professional development of educators as a panacea for all education's problems, there is certainly a sense amongst most scholars that there is a need for constant, meaningful professional development for educators. Principals, as the heads of their institutions and as leaders managing schools as organisations, are entrusted with the task of running the schools that are under their supervision, and for them to carry such responsibility, they have to see to it that they utilise the resources that are under their care optimally.

Those resources are human, financial and material (Everard and Morris, 1990:213). School principals have to integrate resources in order to pursue goals and maintain and develop resources (Everard and Morris, 1990:8). Calitz, Moller and Bank (1992:2) acknowledge the fact that in education, the human resource to be managed by the school principal is educators, who have to perform the task of educating children to be good citizens. Everard and Morris (1990:213) suggest that educators as tangible resources should be supported and developed to meet the challenges and needs faced by the learners and the school.

Educators are professionals who need to be developed in order to achieve positive results and to reach goals set by the Department of Education and the community. They should develop an ability to teach and manage their classes, develop classroom confidence and flexibility, act as administrators, and be given subject leadership roles and responsibilities. The aim of professional development should be the assurance of an adequate supply of staff that is technically and socially competent, with knowledge, skills and sound interpersonal relations (Gamage and Pang, 2003:147). Brown suggests that educators should also be prepared and trained to deal with the high level of violence in our schools, as survivors of knife fights and others forms of violence become traumatised, and post-traumatic stress disorder is sometimes experienced. Educators therefore have to be prepared and trained, and made ready to face that challenge (Brown, 2008).

For educators, school improvement is not optional but required of them. They should not be operating in haphazard ways; they need to be motivated by their leaders, and Everard defines motivation as "getting results through people". Everard and Morris suggest that motivating subordinates is getting workers (in this case educators) to work towards the goals set by the principals. When motivating them, principals need to consider physiological needs, security needs, social needs and self-realization. All of these bear good results (Everard and Morris, 1990:213). Motivating the staff opens more opportunities for development which may result in changes in behaviour. To achieve this, a certain type of leadership is needed (Gamage and Pang, 2003).

Everard and Morris do not divorce staff development from appraisal, as appraisal aims at identifying the professional and developmental needs of staff, helping them to improve (Everard and Morris, 1990; Lemmer, 1994). For staff development to be effective, activities should be well-planned by perhaps a staff development committee and a co-ordinator (McCaw, n.d:6). As Law and Glover (2000) point out, having a Co-ordinator and a Professional Development Committee democratises the activity, and also puts pressure on the school principal if no development is taking place in his or her school.

Some writers have gone so far as to suggest that a good professional development programme can reduce conflict in schools. They suggest that conflicts may be attributed to poor decision-making (Calitz, Viljoen, Moller and Bank, 1992). Everard and Morris (1990) suggest that staff should be developed in decision-making: "Staff involvement in decision-making makes them own decisions, and implementation becomes very easy."

Behaviour is improved through good decisions taken, including time management, planning of all activities at school, addressing the dress code, attendance and even drunkenness during or at work on the part of the educators (Gamage and Pang, 2003:150).

2.5 EXTRANEIOUS THEORIES WITH RELEVANCE FOR PROFESSIONAL DEVELOPMENT

According to Van Dyk, Nel and Leodolff (1992:147), training is a systematic process of changing the behaviour and attitudes of people in a certain direction to increase goal achievement within an organisation, while professional development is aimed at employees in a managerial capacity, or preparing for managerial posts within the organisation (Van Dyk *et al.*, 1992:147). Professional development helps one to obtain the necessary experience, skills and attitudes to become, or remain, a successful leader in an organisation (Van Dyk *et al.*, 1992:148). According to Heystek, Nieman, Van Rooyen, Mosoge and Bipath (2008:162), professional development enhances the performance of the

individual or team, increasing the competitiveness of the organisation.

Trotter (2006:8) claims that changes are inevitable in education, and that teachers are constantly needing to learn, grow and adapt to new techniques, new content standards and new curricula. He argues (2006:10) that programmes for professional development should realise the differing needs of specific targeted audiences in order to make their development more meaningful and transferable into the classroom.

A number of theories have implications for the design of professional development:

Cognitive development theory describes cognitive development as proceeding through successively higher conceptual levels, from the more concrete to the more abstract, from the particular to the more generalised. (Trotter, 2006:10). Development activities are seen as vehicles that will take a person from one level of performance to a higher level, facilitating improvement in the productivity of an organisation (Heystek, Nieman, Van Rooyen, Mosoge and Bipath, 2008:162).

Adults learn continually and informally as they adjust and adapt to changing roles and other conditions of life. According to **functional theory**, lecturers or trainers and textbooks should play a secondary role, with the learner being primary. This theory holds that the success of education should be measured by whether or not it creates a desire for the learner to grow. The experience of the learner is paramount. Learning should be problem-centred and experiential, which are more meaningful to learners than learning rooted in the textbook or lecture (Trotter, 2006:10).

Swanepoel, Erasmus and Schenk (2010:328) point to the relevance of McClelland's **theory of human needs**. This theory emphasises three basic human needs: the need for achievement, the need for power, and the need for affiliation. Managers should see to it that professional development actually results in employees feeling that all three of these needs are being met for

them. Swanepoel *et al.* also cite Locke's **goal-setting theory**. This suggests that people perform better when striving towards a definite goal than they do if they are expected to perform without a specific objective in mind (Swanepoel *et al.*, 2010:329). Goal-setting theory presupposes that the person in question is committed to the goal.

Swanepoel *et al.*, (2010:334) further allude to the relevance in professional development of the behaviourist theory of reinforcement. According to **reinforcement theory**, people work harder when they know that they will be rewarded for their performance. Although this theory has a very different basis from that of goal-setting theory, the motivational impact of striving towards a definite, known goal in undergoing a professional development programme may be heightened by the additional promise of some sort of reward for successful completion (for example promotion or eligibility for promotion, financial reward, accumulated credit points).

2.6 FIELDS FOR PROFESSIONAL DEVELOPMENT

Teaching is the main and the core business of educators. There are a number of different fields where educators need to be developed, such as classroom teaching, behaviour and discipline, problem-solving, remedial teaching, inclusiveness, HIV and AIDS, mathematics and science, communication, and administration.

2.6.1 CLASSROOM TEACHING

Classroom teaching is the core business of every educator. The educator is key to obtaining an education, which in turn is a prerequisite for obtaining and securing a good job (Mwamwenda, 1993:224), and for helping the learners to develop knowledge and skills, and a well-founded set of principles (Killen, 2007:1). Teaching therefore has a significant influence on the one who is learning. Different strategies of teaching that are employed by educators may be effective in producing quality teaching. Killen (2007:14) suggests that teaching should be for understanding, which means that teachers help the learners to gain knowledge, and therefore they themselves must understand the subject they are teaching. For classroom teaching to be described as an

educative situation, it should enhance the child's personal being. The teacher has to accompany his or her pupils during the acquisition of skills, learning content, attitudes and norms (Steyn, Behr, Bisschoff and Vos, 1989:159). Steyn accentuates that didactical theories, didactical guidelines, didactical forms, lesson types and methods provide teachers with basic knowledge, and the development of didactical theories can help teachers to analyse the situation (Steyn *et al.*, 1989:161).

Steyn *et al.* further suggest that if teachers want quality learning to occur in their classrooms, they must teach in a way that will encourage learners to be involved in intellectual activities that promote quality learning. This means that educators should be trained to combine principles of constructivism with their teaching, in which they will be able to use four different steps in their teaching:

- Elicitation: where the information is drawn out from the learners which is their initial knowledge.
- Comparison: where the teachers challenge the learners' existing understanding.
- Resolution: where the previous knowledge is modified to accommodate the new ideas.
- Application: the final step, where learners use their new understanding to explore phenomena.

Steyn *et al.* also cite the importance of the teachers "knowing their learners" if they want to improve the quality of teaching and learning in the classroom. This means that they have to know, for instance, the learners' IQ – the intelligence quotient of the learners (Steyn *et al.*, 1989:159).

The resource book of the Eastern Cape Department of Education (ECDoE, n.d:56) also suggests that it is the responsibility of the teacher to assess the progress of the learner in his or her class. For the teacher to assess, he/she should have a sound knowledge and understanding of the assessment standards, skills, knowledge, attitudes and values contained. It also advises teachers to integrate assessment into teaching and learning, to know the

purposes of managing and designing assessments, to keep assessment records and know how to interpret and use assessment results for the improvement of teaching and learning in their classes (EC DoE, n.d:56). Steyn *et al.* emphasize that assessment and evaluation should be aimed at the improvement of the child's learning so that the ultimate aim, which is the educative aim, can be achieved (Steyn *et al.*, 1989:162). Teachers have to be developed in order to make the necessary changes in the lives of their learners.

2.6.2 MULTI-GRADE TEACHING

In most of our schools, teachers talk of the workload, and part of that workload, especially in the rural areas, is multi-grade teaching. Jordaan and Joubert (2011:4) suggest that South Africa is a developing country, and as developing country its rural communities remain disadvantaged compared to its counterparts in urban areas. It is therefore very important to have interventions directed to supporting the systemic changes that are aimed to bring about significant improvement in rural education (Jordaan and Joubert; 2011:4). Mulryan-Kane points out that a very large proportion of primary level teachers throughout the whole world work in classes in which two or more grade levels together in one class are taught by one teacher, and the term used for that is multi-grade teaching (Mulryan-Kane, 2004:1). Birch and Lally define multi-grade teaching as the term used to describe the teaching in primary education of children from a number of grades in one class. In multi-grade teaching the teacher usually teaches more than one class at the same time, either in the same classroom or in different classrooms. The combination is usually of grades close to each other, for example Grade 1 and Grade 2, Grade 5 and Grade 6 (Birch and Lally; 1995:1).

Birch and Lally (1995:4) claim that one reason for multi-grade teaching is that classes are smaller in many rural schools, and multi-grade classes can be established and run more economically than schools in which all the classes are taught separately. Another reason is that the current teacher shortage also necessitates the efficient use of teaching staff. In addition, the small number of teachers that are allocated to certain communities, especially in the rural areas, exacerbates the effects of this shortage. There are also other factors that lead

to the establishment of multi-grade teaching such as political factors, philosophical factors, demographic factors, topographic factors and poverty (Birch and Lally; 1995:4).

A key problem encountered in multi-grade teaching is that the resourcing is significantly worse than the normal resourcing of schooling, which simply means that multi-grade classrooms are not catered for in terms of resources, and teachers are therefore not provided with resources for multi-grade teaching. There is also a widespread lack of appropriate physical structure for multi-grade classes. Finally, in multi-grade classes basic health is also put at risk, as classes are often overcrowded (Birch and Lally; 1995:17).

Birch and Lally (1995:17) acknowledge few advantages in multi-grade teaching. They mention that curriculum has to be very flexible. Multi-grade teaching allows integration. It involves integration of learners from different grades and competencies, and it allows curriculum integration, either of subjects such as mathematics and science, or subjects being integrated under language.

Multi-grade teachers need to be developed and improved in re-organizing the curriculum for multi-grade teaching, where curriculum content will be adapted by developing subject matter that is relevant to social conditions of the community. In multi-grade teaching, parents, teachers and community should be involved in the preparation of the instructional plans, where various activities can be proposed with an emphasis on problem-solving. Teachers need to be developed in preparing instructional materials congruent with plans for instruction (Birch and Lally, 1995:18).

Jordaan and Joubert suggest that since multi-grade teachers have to impart knowledge to diverse group of students, they have to develop a variety of teaching/learning strategies. In multi-grade teaching, teachers have to be developed in finding ways of encouraging self-learning and of encouraging older children to help younger ones (Jordaan and Joubert, 2011:70). There is a high demand for further study and skills improvement and development in the area of multi-grade teaching.

2.6.3 BEHAVIOUR AND DISCIPLINE

South Africa is a country with a constitution recognising a range of rights for its citizens, and many children themselves are aware that they have their own rights. While the students are aware of their rights, their behaviour and discipline do not convince educators that they know what they have to do, what with some showing bad behaviour and others not knowing how to conduct themselves at school. Some learners try to achieve their ends by bullying their fellow students. It is widely perceived that nowadays the way some children speak to their teachers differs from what was common in the past, reflecting a lack of discipline and displaying a lack of respect, which are sometimes accompanied by actions that show questionable morals. Many students are argumentative, and some learners' behaviour is not congruent with the behaviour expected in the classroom (Mwamwenda, 1993:222). Many learners ignore homework requirements, projects, class work or case studies, and even bunk tests. Late-coming, bullying, absenteeism and harassment are daily problems in many schools. All these affect the quality of teaching and learning that should take place in a classroom environment that is conducive to effective learning.

There can be many reasons why children misbehave. Mwamwenda cites some of these reasons as the desire to conform to peers' expectations and avoid rejection, immaturity and mental development problems, and frustration at home or at school. Challenging of the teacher's authority is another form of misbehaviour, and cheating can be motivated by the desire to avoid making mistakes and facing punishment. Factors in the home and society at large can also lead to learner misbehaviour, while the school itself, especially where classes are overcrowded, can also contribute to misbehaviour and poor discipline (Mwamwenda, 1993:223). Teachers should be developed to be able to identify such disciplinary problems at an early stage, so that they will be able to understand the reasons why learners are misbehaving, and develop effective strategies to restore lost discipline.

Steyn *et al.* suggest that educative discipline in schools should be aimed at the child's guidance towards acquiring self-imposed discipline or self-discipline.

There are two significant challenges faced by teachers, that is, discipline and acquiring self-discipline, both rooted in the new South African Constitution. In our schools educators are faced with the fact that many of our learners are now aware of their rights, but Rogers (2003) suggests that rights go hand-in-hand with responsibilities. He argues that a student's code of behaviour should put emphasis on the "4 Rs" – rights, responsibilities, rules and routines (Rogers, 2003:14). Educators need to know that discussing a code of behaviour with students helps them to "own" that code of behaviour. Van Der Westhuizen suggests that when educators exercise discipline, the learner being disciplined should know the reason for the action to be taken against him or her if he or she contravenes control measures. Disciplinary action should be taken against the culprit, and after the disciplinary action the relationship should return to normal (Van Der Westhuizen, 2010:223). These challenges and their solutions are prime fields for professional development.

Mwamwenda suggests the following disciplinary actions:

- Suspension
- Manual work
- Isolation
- Detention after school
- Scolding
- Sent to headmaster
- Being deprived of certain privileges
- Expulsion and dismissal should be used for serious offences after consultations have taken place
- Corporal punishment should not be used at all as it is constitutionally forbidden.

Educators, who were only accustomed to using corporal punishment, need to be developed in different strategies like use of the bodily expressions where the teacher gives the child a long, hard look that shows that he or she does not like what the child is doing, draws pupils' attention by calling him by his or her name, commands the pupil to pay attention, or moves in the direction of the

child who is misbehaving (Mwamwenda, 1993:227; and Steyn *et al.*, 1989:219-220). Such new forms of teacher response clearly indicate the need of professional development.

Behaviour modification is another set of strategies for dealing with behavioural problems. It is related to modelling, as both approaches focus on setting an example which is aimed at influencing and developing the learner; however, behaviour modification falls within the behaviourist tradition of BF Skinner. Van Der Westhuizen (2010:297) refers to behavioural modification as those techniques or methods which can be used to control and change behaviour. It is assumed that all behaviour is learnt, and that a person continues to evince a particular type of behaviour because it is strengthened. Leaders and teachers should thus do away with strengthening negative behaviour, thus “starving” such behaviour by not rewarding it. They must strengthen desirable behaviour, curing undesirable behaviour and discouraging unfavourable behaviours (Van Der Westhuizen; 2010:298). Behavioural modification may even be used to motivate and improve the performance of some staff members if they exhibit undesirable behaviours such as failing to prepare lessons, poor school attendance, or failing to mark learners’ work.

2.6.4 ACCOUNTABILITY

The word “accountable” means “required or expected to give an account of the duty executed in terms of set criteria and determined standards” (Prinsloo; 2010:113). The above statement means that whenever a person is delegated a task, he or she has the responsibility to execute it effectively; he or she is accountable to his or her immediate superiors or some other body. Thus the school principal is accountable to the Head of Department in the province and also to the school governing body. The school principal should also teach his or her teachers that they are accountable to their superiors and to the parents to ensure quality education for their children. Prinsloo (2010:13) also suggests that everybody must be able to account for their actions in relation to the standards or expectations set in a specific situation.

2.6.5 PROBLEM-SOLVING

In our daily living we are faced with many problems – obstacles that hinder us in attaining what we want to achieve. Deventer and Kruger (2010:96) suggest that people are constantly involved in situations in which effective problem-solving skills are required. Deventer and Kruger define problem-solving as “the process of making and carrying out a decision that will overcome an obstacle that stands in the way of achieving the outcome” (*ibid.*). Teachers have to teach learners to learn to solve a wide spectrum of problems. Problem-solving is very important for the learners as it develops their thinking and reasoning skills, making them able to analyse situations, and use their existing knowledge to address new situations.

According to Killen (2007), the teaching of problem-solving can be approached in three ways:

- Teaching *for* problem-solving
- Teaching *about* problem-solving
- Teaching *through* problem-solving.

In teaching learners *for* problem-solving the teacher concentrates on helping the learners to acquire knowledge, understanding and skills that are useful for problem-solving. In teaching *about* problem-solving, the teacher concentrates on processes of how to solve problems. In teaching *through* problem-solving, problem-solving is used as the technique and method helping the learners to learn other things (Killen, 2007:245). In schools, problem-solving tends to be neglected by teachers, possibly due to a lack of skills or knowledge of how to use and teach problem-solving. However, problem-solving as a strategy or technique can be used in any learning area or subject. Duminy and Steyn (1987:112) suggest that learners can be guided towards problems that have meaning for the pupils themselves. They also argue that it is important to present problems in a way that the learners will understand. Killen emphasizes that the most effective approach for teaching problem-solving is to teach concepts, teach processes for using those concepts to solve subject-specific problems, and pose broader problems that will lead to further knowledge and

understanding (Killen, 2007:248).

Some teachers have difficulty in teaching children how to approach problem-solving, possibly because problem-solving is not taught as an explicit part of most first degrees or teaching qualifications, which is why teachers should be developed in this area, so that they can impart knowledge and skills to their learners.

2.6.6 REMEDIAL TEACHING

The programmes designed in school should aim at improving the achievement of the learners. One of those programmes or fields should be remedial. Children with learning problems are found in almost every school: “Even in the most effective classroom there are learners who do not achieve” (Imbewu, 2011:7). This includes learners in advantaged and disadvantaged areas.

Learners with learning problems, according to Pienaar (1999:1), are those who seem bright and capable of learning but who fail to make expected progress in scholastic skills. They may be very slow in acquiring necessary skills. The problems may involve understanding or the use of spoken or written language, difficulty with reading, thinking, talking, listening, spelling, writing or mathematics. They may not be physically handicapped, mentally retarded or emotionally disturbed, but such children with special educational needs are in need of special educational assistance.

The instructional leader, be it principal, deputy-principal or head of department, has a core responsibility of improving learner and teacher achievement, and therefore the correction of such problems as those mentioned above is very important. According to Pienaar (1999:30), teachers should be developed to be able to create an educational programme that will respond to every individual learner’s educational needs and behaviour.

It is thus vital that educators be developed in knowing the characteristics of learners with learning problems, such as:

- spoken language problems

- reading and writing expression problems
- mathematical problems
- poor self-concept and motivation
- difficulty in all social and emotional areas.

Teachers must also be developed in the different ways of helping learners with learning problems such as:

- adequate and appropriate teaching
- setting realistic expectations
- developing the prerequisite skills for the level of instruction
- using broad curriculum content
- using appropriate methods and materials
- being on the alert for early signs of the learning problems
- revealing a positive attitude.

It is very important for educators to be developed professionally in such areas so that they can assist in the prevention and remediation of learning problems. As Grove and Hauptfleisch (1991:112) state, “Remedial education *per se* means good, effective teaching which is thorough, systematic and purposeful”. That means that remedial teaching should therefore aim directly at supporting the learners with learning problems.

It is also important for educators to make corrections to learners’ work immediately after the remedial activities, and for the school principal to see to it that teachers have subject improvement plans that will help the learners. Few teachers have been trained or acquired expertise, in these areas; thus clearly there is a pressing need to address this gap.

2.6.7 INCLUSIVENESS

Education is for every child in South Africa, and good teaching and learning are keys to acquiring an education. In the Bill of Rights, Section 29 (1), Subsection A, it is stated that everyone has the right to basic education, including adult basic education, and Section 9 (3) clearly states that the state may not unfairly

discriminate, directly or indirectly, against anyone, on grounds of race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth (Constitution of the Republic of South Africa, Act 108 of 1996: 5 and 11).

Inclusiveness refers to schooling that caters for learners that have special educational needs. Dishumeleni (2008:3-19) states that inclusion is about belonging and participating in a diverse society. Teachers cannot claim to be practising inclusivity in the classroom unless all learners feel that they are being involved in classroom activities because of the fact that their backgrounds, interests, insights and intelligences are valued. It also focuses on recognising and respecting the differences among all learners, and building on similarities. That means that learners have to be made aware that each one has unique capabilities which are worthy of nurture, and that, with regard to their special needs, they need not be forced to conform to societal norms (Killen, 2007:31). In an inclusive school there should be no discrimination, as inclusiveness is linked to equity of access, equity of treatment within the school, and equity of outcomes from schooling (Campbell, 2001:1). Learners with special educational needs (SEN) are welcomed in such mainstreamed schools as inclusiveness also focuses on the adaptation of, and support available in, the classroom (Dishumeleni Educational Consultancy, 2008:3-19). The writer also accentuates that teachers should avoid paradigms of exclusion (Campbell, 2002:24). It is the duty of educators to reduce inequality at school, as that will reduce barriers to learning, allowing even students with special educational needs to participate to the full in their own learning (Booth, 2003:1).

Educators should not only focus on the barriers that are being experienced by some learners, but should also be aware of the development of culture, policies and practices in education systems, and educational institutions should respond to the diversity of learners and value them equally (Booth, 2003:2). Professional development for educators should also include practices that will help educators to be able to cope with inclusiveness. Professional development should equip educators with strategies that will help them to practise and cope with inclusivity such as:

- starting with existing practices and knowledge
 - seeing differences as opportunities for learning
 - scrutinising barriers to participation
 - making use of the available resources to support learning
 - developing language practice that is not discriminatory
 - creating conditions that encourage risk-taking
- (Booth, Nes and Stromstad, 2003:21).

Teachers and schools should have processes and practices in place that enable learners, even from disadvantaged backgrounds, to achieve academic improvement (Campbell, 2002:28). A central aim in inclusive schooling and learning is that learners should be developed to be able to face the many different challenges they come across, regardless of who they are or how they are limited: physically, mentally, psychologically. This also means that educators should be trained to be tolerant, recognising the uniqueness of learners and respecting all the learners.

2.6.8 HIV AND AIDS

Every day many people are infected and affected by HIV and AIDS, including school-going children, creating a challenge which schools need to take into consideration as it is causing massive suffering in the lives of the people around us. The lives in our community are threatened by this pandemic.

As microcosms of the wider society, schools are also affected by HIV and AIDS. The actual infection rate differs from area to area, with poorer areas generally having a higher incidence (Van Dyk, 2005:146). The prevalence of HIV and AIDS is high among the youth, according to the Medical Research Council (2005/6). 22% of infected people are 15 – 29 years of age (EC DoE, 2005:3). Buchel points out (2007:1) that the effects of HIV and AIDS on education have become so serious that it threatens the quality of education. HIV/AIDS has a negative impact on learners as it leads to absenteeism, an increased drop-out rate, low morale and poor self-esteem. Learners' morals become affected as many learners turn to drugs, alcohol, and premature sexual activity. Some learners are orphaned and others have to practise parenthood at an early age as they have to care for their siblings and even look after their sick parents

(Buchel, 2006:2; Coombe, 2000:15; EC DoE, 2005:4). Academic underperformance often goes hand-in-hand with strange behaviour that is generally unacceptable to the community and the school (Maree and Eberson, 2002:246). Coombe also notes that the HIV and AIDS pandemic has a traumatic impact on both learners and educators (Coombe, 2000:17).

The knowledge of what is HIV and AIDS on the part of the school principal and educators should serve as the baseline for planning HIV and AIDS training that will help the educators and the school principal understand the impact and effects of the epidemic on the school (Rayners, 2007:80; Buchel, 2006:27). Rayners argues that improved knowledge of HIV and AIDS will result in educators being able to use relevant strategies to teach learners about HIV and AIDS. The educators will be able to acknowledge the uniqueness of the community and its school, and then assist in addressing the situation (Rayners, 2007:80). As the very vision and the mission of the school can be affected by the impact of HIV and AIDS, school programmes should address HIV and AIDS and use classroom-based learning and teaching that infuse and integrate HIV and AIDS across the curriculum (EC DoE, 2005). That cannot happen unless the educators are capacitated and equipped to deal with the difficult issues pertinent to HIV and AIDS.

Educators need to be capacitated in order to educate learners to protect themselves and make decisions that are based on truths, not myths. They need; furthermore, to teach that people with HIV and AIDS are to be treated with respect, compassion and dignity (EC DoE, 2005:9). This can be accomplished not only by the dissemination and communication of information by the educators (Rayners, 2007:81). Buchel also suggests that educators should improve classroom management by setting an implicit example of good attendance at school and willingness to perform delegated duties for the smooth running of the classroom, as these examples can influence the learners to attend school regularly and do their work with ease and eagerness. It is also the task of the educator to know the learners with problems, those who are orphaned, and those who are frequently absent, and to report those that need help (Buchel, 2006:400). Educators should teach learners about HIV transmission

and infection, through sexual intercourse, blood which is passed directly to your blood from another person who is HIV positive, and mother-to-baby transmission during pregnancy or breast feeding (EC DoE).

In addition to being trained to teach learners about prevention, educators have to be trained to be sensitive to learners' rights. They need to be made aware that learners' rights should not be violated by forcing them to disclose their status, and that they should not be discriminated against, stigmatised or have their privacy invaded.

2.6.9 MATHEMATICS AND SCIENCE

Maths and Science have become an educational, economic and vocational priority in our country. Most learners are denied entry into the universities due to their performance in Mathematics and Science. Mathematics is the most required subject, as many occupations require the use of mathematics skills (Laidlaw, 1989:3).

It is evident that the pass rates for Grade 12 mathematics and science are very low; the statistics of 2002 – 2007 confirmed that South African learners perform poorly in these two vital subjects (Kriek and Grayson, 2009:185). Some of the reasons cited are poverty, lack of resources, inadequate learning cultures, the poor infrastructure of the schools, and low teacher qualifications. As Kriek and Grayson (2009:186) point out, "Schools are only as good as their teachers, regardless of how high their standards, how up-to-date their technology, or how innovative their programmes. The sustainable improvement of mathematics and science education should therefore concentrate on strengthening, grooming, empowering and capacitating educators." The truth of this statement is confirmed by Van Niekerk: "Teaching and learning is never complete, and it is always in developmental phase and always changing" (2008:4). This means that for mathematics and science teachers to be able to teach these subjects, they should have a thorough knowledge of these learning areas, and their dynamics and changes. Further training in mathematics and science will help educators to keep abreast of the rapid developments in these fields, and of the

demands of the community. Furthermore, according to Kriek and Grayson (2009:186), content knowledge of the subjects is not enough; it needs to be combined with the relevant pedagogy (pedagogical content knowledge)

In the holistic professional development model (a major tool for professional development) teachers do not need to leave their classes or attend lectures during vacations and weekends, but work on courses throughout the year. This model was the result of a situation where many mathematics and science teachers had limited content knowledge, ineffective teaching approaches and unprofessional attitudes, and it was developed for Grade 10 to Grade 12 Physical Science teachers. It was developed in a distance context with no face-to-face contact required. The teachers are given study guides, assignments, workshops, peer support and even a science kit, and have to keep reflective journals (Kriek and Grayson, 2009:192). Professional development should assist mathematics and science educators in upgrading the approaches and methods they use in teaching. Before the introduction of outcomes-based education, teachers would almost do everything for the learners, who could just assimilate what their teachers gave them. Now with outcomes-based education the approach to be used is the learner-centred approach in which the educator is there to guide, help, mentor, nurture and mould the learner, and to develop mathematical and science skills that are, it is believed, already bestowed naturally on the child. Adapting to this sort of fundamental change is very difficult, but professional development should focus on redeveloping the teaching skills needed to address the vision and the mission of educational institutions.

Although one major reason for poor achievement in mathematics and science in South Africa has been a lack of equipment and other resources for science teaching, the educator's ability, if used effectively, is as valuable as any equipment or resource (EC DoE, 2004: NS-12). Teachers need to be innovative so as to break the misconception that mathematics and science are difficult subjects which are only meant for gifted learners. The integration of mathematics and science with problem-solving will enable learners to solve mathematical and science problems with confidence. Educators should also be

taught to plan how to integrate assessment standards across mathematics, science and other learning areas (EC DoE, 2004: NS-26). Finally, with mathematics and science teaching, it is very important for teachers to be taught how to reflect on their teaching and on the learners' learning, as such reflection enables the teacher to gain insight into the difficulties the learners experience in understanding challenging concepts.

2.6.10 COMMUNICATION

Schools as organisations are always faced with issues of communication. Communication can either be written or verbal. Deventer and Kruger explain communication in schools as a message conveyed by a sender to a recipient, either verbally or non-verbally, with regard to activities, management tasks or relationships between staff, parents, learners, other schools or the Department of Education, through circulars or other means (Deventer and Kruger, 2010:156). Van Der Westhuizen describes communication as the mutual exchange of ideas and the interpretation of messages. The researcher understands communication as the exchange of ideas in verbal or non-verbal ways, followed by the interpretation of those messages. The aim and purpose of effective communication is to inform, convince or remind the recipient by ensuring a flow of information, by conveying a message, or by publicising planning and objectives. Communication aims at ensuring the effective functioning of the organisation. It should inform people about what should be done, how it should be done, when it should be done, ensuring effective delegation and the co-ordination of various tasks. It must bring about mutual contact between people and tasks, and it is also the purpose of communication to facilitate good guidance. It should also ensure effective control structures (Van Der Westhuizen, 2010:206).

It is vital for school principals to develop their staff in the area of communication and communication skills, as this will assist them when they have to perform communication tasks in the principal's absence. When educators are being trained in communication, they should be made aware of the requirements for good communication. These requirements are that the message should be

clear, always accompanied by an explanation, complete, with no details omitted, reasonable, and a competent transfer of ideas and information (Van Der Westhuizen, 2010:209).

Communication is used in schools in meetings, newsletters, posters, leaflets, media and help desks. Teachers communicate with inspectors, medical services, school boards, management councils, the local community, local churches, learners, parents, principals and colleagues. Teachers should always be eager to develop their communication skills, as it is often a challenge for educators (Government Internal Consulting Services, 2003:202). Interaction and communication between the school and outside institutions such as the community, informal education institutions, families and churches, should not only be a matter for the school principal or the head of the institution (Van Der Westhuizen, 2010:211).

Principals should make it clear to educators why they should be involved in communication matters, and should cite the fact that communication with the world beyond the school should take place on a high professional level. Educators should be trained in dealing with unhappy parents, because parents' complaints require competent staff with skills (Government Internal Consulting Services, 2003:202). Communication should be inclusive, accommodating those who cannot read, the physically challenged, deaf or hard of hearing, blind or those with impaired vision, the functionally illiterate and those who cannot read or understand English (Government Internal Consulting Services, 2003:203; Campbell, 2002:87). Teachers are often faced with different communication situations such as communicating with Departmental officials, parents, learners, colleagues, heads of department, deputy principals and principals; thus there is clearly a dire need to train and develop them in this area to bridge any gap that exists.

2.6.11 ADMINISTRATION

For any school to have decisive and effective management, it should have a sound administration. Educators tend to feel secure, ready to render services

and committed to their task with confidence if there is good administration (Deventer and Kruger, 2010:223).

Deventer and Kruger (2010:223) define school administration as “the management of various administrative matters where there is structure and a school office as centre of administration.” Van Der Westhuizen argues that administrative management refers to the handling of various information systems. Structures should be created by the school principal to execute such tasks. Involving educators in administration affairs is a strategy for developing, capacitating and empowering them. According to Van Der Westhuizen (2010:447), delegating duties to the educators should not make them feel that they have an extra burden of duties, but should be meaningful, essential and supportive in achieving the goals of the school.

According to the principles of Batho Pele, delegation should not be dealt with as devolution, but should be used as one of the tools for increasing knowledge, skills and a sense of responsibility in the educators concerned (Government Internal Consulting Service, 2003:65).

Tasks that can be delegated to educators are:

- planning
- organising
- guidance
- Control.

Educators should be fully involved in the planning of administrative work. Planning can be long or short term, involving daily, weekly, monthly or annual planning. This increases the accountability of educators.

Administration goes hand-in-hand with delegation. For instance, educators can be delegated to organise files for the safe keeping of documents; this will equip them with knowledge of the filing system. They can also help with the typing of letters, reports, minutes, agendas, schemes of work and planning, tests and

examination papers, and also mark schedules (Deventer and Kruger, 2010:118). They should be allowed to use photocopying machines for copying and/or reproducing documents. Stock registers should also be given to them, so that they can learn to monitor and assess the school's resources. They should be able to do financial control, through making and recording monies that have been received, be it the school fund, the state fund, fund raising or donations, monies spent and draw financial statements. They should be involved in budgeting for the prevention of the misappropriation of funds and deficits, and their involvement in procurement committees is of outmost importance (Van Der Westhuizen, 2010:453).

All these administrative matters can be conducted collaboratively by the educators for the smooth running of the school and for development purposes. Principals should not feel threatened when educators want to assist in administrative work, as it can prepare them for future promotion. It is also important for school principals, when they are in the process of developing educators, and in the absence of a school secretary or sufficient secretarial support, to discourage aversion to delegation by motivating educators to try and do the work assigned, even if they fail to start with, as their experience will develop through making mistakes.

2.7 TYPES OF PROFESSIONAL DEVELOPMENT

Banks and Mayes (2001) point out that professional development is the sum total of all the activities that should be undertaken to develop skills, talents, professional knowledge, and improve attitudes and performance at school. According to the literature consulted, professional development should happen within and outside the school, through:

- in-service education and training (INSET) (Hall and Oldroyd, 1990)
- school-based practitioner development (Banks and Mayes, 2001)
- professional education courses conducted in higher education institutions (Banks and Mayes, 2001)
- professional training in the form of short courses, conferences and workshops (Banks and Mayes, 2001)

- professional support provided by colleagues and managers, study groups, peer coaching and mentoring (Banks and Mayes, 2001; North Central Regional Educational Laboratory: n.d).
- off-the-job-training, which can be special classes, role-playing sensitivity training, special meetings and conference training (Okumbe, 1998)?
- cascade training, in which one is invited to a course or workshop and comes back and passes the information to his or her colleagues (Schwille and Dembele, 2007).
- taking into consideration ethical standards, disciplinary standards, external relationships and support when developing the staff (Gamage and Pang, 2003).

As can be seen above, there are a considerable number of possible activities which can be said to constitute professional development, and the above list is by no means exhaustive.

2.8 MODELS OF PROFESSIONAL DEVELOPMENT

Many schools compete for the most and the best learners due to the fact that if they lose too many learners, they will also lose a staff member or members, according to the post provisioning and staff establishment regulations. The school with the best staff members are likely to have good results (Heystek, 2002:171). Educators may be regarded as being of the best quality, but if they don't develop themselves and keep abreast of educational changes and dynamics, they will quickly become stagnant, which will affect teaching and learning in the school. Mkhwanazi (2009:12) describes development as always being directed at becoming better and offering equal opportunities; during this process new ideas, knowledge, attitudes and skills are acquired. Thus while a lack of professional development can contribute to a downward spiral or vicious cycle of school decline, regular doses of development may contribute much to the vitality and effectiveness of a school. Heystek argues that "better trained staff members will be able to do better work," meaning that there will be no need to hire experts from outside, which will save school funds (Heystek, 2002:171). Maguire and O'Donogue state, "Professional development is the

process and activities designed to enhance professional knowledge, skills and the attitudes of the educators so that in turn they might improve the learning of the students” (Maguire and O`Donogue, undated:4).

The closing down of the colleges, lack of interest in the teaching profession and financial constraints in schools have resulted in a poor supply of quality educators, and the alternative and possible solution is to redevelop and upgrade the existing educators and to have in-service education and training that is contained in an explicit training programme.

Teacher professional development (TPD) is the teaching, training or experience that is provided to promote teacher development in certain areas, and it is a tool that is disseminated and conveyed by policymakers to teachers, with the ultimate beneficiary being the learner or student (Hooker, 2009:4).

There are various models for professional development that are used by different researchers and practitioners, for example, training, coaching and mentoring model. Heystek in his model argues that the model for human resource development includes every type of development and training that aims to improve the current and future abilities and potentials of the staff members (Heystek, 2002:172).

Sparks and Loucks-Horsley suggest five models that are useful for the accomplishment of the goals for staff development:

- Individually guided development – the teacher designs his or her own learning activities; teachers select their own learning goals and means for accomplishing those goals. Teachers are to be empowered to address their own problems by creating a sense of professionalism, and that is why this model is also called self-directed development.
- Observation and assessment – instructional practices are improved as a colleague or another teacher observes and gives feedback. The observer also learns from the colleague observed. Reflection also plays a vital role.
- Involvement in a development or improvement process – current practices are assessed and solutions are determined that will improve outcomes.

- Training – training designs follow, with an expert who selects objectives, learning activities and outcomes. In the training programmes exploration of theory takes place, as well as demonstrations of practices and supervised trials of new skills, with feedback on performance and coaching within the workplace.
- Inquiry – teachers research their own practices. This also allows the teacher to do self-reflection (North Central Regional Educational Laboratory: n.d).

In these models the educators are responsible for identifying their own training, needs, which means that the educators should look for the areas in which they need to be developed before the school principals start with the development process (Eylon and Bagno, 2006:1). Heystek also mentions needs determination as part of his six-step model for human resource development in which the other elements are reviewing the aims and the objectives of the school, reviewing the aims and objectives of human resource development, programme design, developing an implementation plan, and programme evaluation (Heystek, 2002:187).

It is evident that education is full of changes, and therefore in-service education and training should always be made a priority. Educational improvement should be aligned with changes in the education system. Opportunities should be created for professional development in which different skills can be developed that can improve teaching and address the quality of teaching and learning in schools. Change always requires staff development.

2.9 BENEFITS OF PROFESSIONAL DEVELOPMENT

In general, the literature suggests that professional development can benefit organisations and also individuals, presumably if the programme is well thought out. Nel, Van Dyk, Haasbroek, Schultz, Sono and Werner suggest that:

- Attitudes, values, knowledge, and skills are improved.
- Organisational goals are easily identified.
- Productivity, authenticity, openness, and trust are increased.
- Relationships in a work place are improved, which in turn improves

management.

- A sense of responsibility is developed where competency and knowledgeability are assured
- Fear, suboptimal performance, the need for outside consultation, stress, tension and conflicts are reduced.
- Interpersonal skills, communication, morale and information on equal opportunity and affirmative action are improved (Nel *et al.*, 2005:456).

2.10 STRUCTURES FOR PROFESSIONAL DEVELOPMENT

Most scholars seem to suggest that professional development should happen within an organised framework as this promotes purposeful development (Gamage and Pang, 2003). Various structures have been tried in South Africa. The Development Appraisal System (DAS), for instance, established a firm link between the development of educators, their appraisal and their remuneration. Various committees were envisaged by the teacher unions to try and democratise the process, but also to reduce the power of officials to interfere in the process. Previously, the SMT had been a key player in appraisals, with the outside assistance of school inspectors and subject advisors being called on. Under the new dispensation, committees of educators would largely control the process. This has been continued in the Integrated Quality Management System (IQMS), which also sees school-based committees playing an important role in the appraisal and development of fellow educators (Okumbe, 1998:155). Education Labour Relations Council, 1995). It would seem that according to the latest proposals on Professional Development, South Africa is moving to a situation where the development of educators is going to become essential in order to maintain a teaching licence. Educators will have to complete a certain number of credits in a three-year cycle in order to retain their licence to teach (South African Council of Educators (SACE). This will move the difficult question of Professional Development into a whole new realm, and it is thus important to have an understanding of the situation now.

According to current policy, the IQMS with its three integrated systems (the development appraisal system, whole school evaluation and the performance

management system) should be implemented in every public school to provide support for continued growth, while promoting accountability, and the monitoring, effectiveness and evaluation of teacher performance. It should therefore be used as the main tool to identify the needs for professional development in any school, with educators being fully involved in the needs identification (ELRC, 2003:50).

IQMS structures have different roles and purposes. The first of these structures is the Staff Development Team, or SDT. The SDT comprises the school principal, a democratically-elected staff member and the school management team, and some of its roles and responsibilities are to ensure that all educators are trained in the procedures of the IQMS. It also has to co-ordinate activities pertaining to staff development. The second structure is the so-called Development Support Group, or DSG. This consists of the educator's immediate senior and one other educator selected by the educator on the basis of appropriate phase or learning area or subject expertise. The roles and responsibilities of the Development Support Group are to provide monitoring and support within the area of employment at school. It should also assist the educator to develop his/her personal growth plan, and also work with the Staff Development Team to incorporate plans for the development of the educator in alignment with the School Improvement Plan (SIP). It is also responsible for the baseline evaluation for developmental purposes (ELRC, 2003:13).

Structure exists in an organisation to facilitate the co-ordination of work in order to provide control over people and activities. Structures indicate the allocation of responsibility and provide instructions related to the jobs that should be performed. The structure exists for the purpose of management, where the responsibility is decentralised, as it is schools (Coleman and Early, 2005:61). It is the structure that supports the collegial exercise of power (*ibid.*). According to Everard, Morris and Wilson, structure has a specific role. Structure should emanate from the requirements within the work situation (i.e. they should not exist for their own sake). There should be a policy that can guide the members of the various structures in performing their duties pertaining to teacher professional development (Everard, Morris and Wilson, 2005:244), which

means that there must be a policy that should guide the structure in performing its duties.

Members of such structures should not be concerned about their own authority and power, but about how things are to be done to achieve the goals set for the school. The professional development structures also flatten authority rather than accentuating the top-down approach. This alone indicates the necessity for the existence of these structures in any South African school. The professional development structure assists in the implementation of policies regarding development at school as it provides support to administration, and creates opportunities for training and development for all teachers. In the school it should have an encouraging effect, motivating and boosting the morale of staff members (Itumeleng Training Solutions Consultancy, 2007:67).

2.11 EXPECTATIONS OF THE PRINCIPAL

School principals have responsibility for professional development of the staff, although it is not directly their responsibility; rather, it is merely an extension of many of their other responsibilities. It would be fair to suggest that the literature reflects that high expectations rest on the shoulders of principals of schools (Bloch, 2009:112-113). To provide some examples: as the leader of the school, the principal must be able to move the school forward and have long-term and strategic plans (Dunford, Fawcett and Bennett, 2004:2). This view is shared by Craig, who suggests that the school principal, as the leader of the institution, must have a vision that will shape the school, and must be the one who shows the others the way by setting examples and encouraging them to follow him/her in his or her vision (Craig, 1989). The school should have an articulated vision and mission, a vision which is the descriptive statement of what the school will be, that is developed to reflect the vision of all the stakeholders – staff, parents, students and community members. It is therefore the responsibility of the principal to articulate and set the vision, and to come up with designs and implementation procedures to achieve that vision (Dunford, Fawcett and Bennett, 2004:2). His/her vision should help the educators, learners and parents to know what is important in the school's life and service to the community. As

Briggs and Coleman (2007) suggest, a leader must be influential in his or her work place.

Craig (1989) suggests that the principal should be a democratic leader who engages his staff in decision-making, and although ultimately the decision-making is his responsibility, it should involve all factors that will contribute to arriving at a proposal for action. In this manner, he should lay the ground rules that establish the coherence, standards and beliefs that inform all the decisions (Craig, 1989:56).

Van der Westhuizen points out that management are the key role and major role of the school principal; he is both responsible and accountable for the internal management, organisation and conduct of the school. Van Der Westhuizen claims that it is the responsibility of the school principal to plan, guide, organise and control school activities and major events (Van Der Westhuizen, 1991:437). For the smooth running of the school, the principal has to co-operate with the staff, liaise with the departmental office and update statistics connected to the education of the learners and the work of the educators (Brunton and Associates, 2003:C-64).

The school principal, as head of the institution, is entrusted with the responsibility of managing all the activities and resources of the school. This includes the human resources – educators, administrative and support staff. This is indeed a heavy burden. Theron and Botha claim that the school principal must be an academic leader, but acknowledge that he cannot be *au fait* with everything in every subject or learning area. He should therefore work closely with the subject advisors and subject heads, providing guidance for subject policy and ensuring that it is put into practice. This also means that he should be present in subject meetings, providing guidance regarding the goals of the subject where possible (Theron and Botha, 1990:96).

It is therefore the responsibility of the principal to manage the subject heads regarding their work. Subject files should be kept in the principal's office and always be updated (Theron and Botha, 1990:96). It is also the responsibility of

the principal to see to it that the curriculum responds to the needs of learners, and supports the students' development in their current and future environments, which means that a learner-centred leadership will develop knowledge, skills and capabilities through activities that are taking place at school. The principal has to understand curriculum design, and have knowledge and understanding of curriculum, pedagogy and learning. The principal has to exert an influence over the quality of students' learning by modelling good teaching, which also clarifies the point that the behaviour of the head teacher (principal) influences behaviour throughout the whole school (Wallace and Poulson, 2003:107-108).

In the education organisation, if people talk of human resources they mean teaching staff and non-teaching staff, enhancing teaching and learning in the educational organisation (Okumbe, 1998:37). Human resource development can result in a harmonious environment where values and personal aspirations are synchronised (Gamage and Pang, 2003:147). Educators should be developed in working together as a team, which implies co-operation with the interest of lifting the standard of the school (Lemmer, 1994). The principal has to come up with strategies for curriculum development and also to make sure that such development is implemented through supervision and monitoring. As instructional leader, he/she has to be responsible for the curriculum changes that should be made, and the implementation of such changes (Virgilio and Virgilio, 2001:438). He/she has to provide accurate data about curriculum content, feedback, modification of curriculum needs and the stabilization of the process of implementation, especially to inexperienced or new teachers (Virgilio and Virgilio, 2001:438).

To achieve effective staff professional development, the school principal should have open communication with his or her staff, as that will allow educators to share areas of difficulty where they are experiencing problems (Virgilio and Virgilio, 2001:438). The school principal should work as an instructional leader when it comes to the development process and the implementation of the professional development programme. Virgilio also claims that the successes and failures of any professional development programme entirely rest on the

shoulders of the school principal, which means that he/she has to encourage the educators and learners to build school pride by designing the school programme (Virgilio and Virgilio, 2001:346).

Riches and Morgan (1994) suggest that the school entrusted to the principal should be managed and looked after in a business-like manner, as it is the responsibility of the school principal to deploy his staff in such a manner as to maximise results, while still being mindful of combating gender discrimination. The principal is also responsible for the creation of opportunities for the development of his/her staff, developing their talents, and preparing them for new challenges in education (Theron and Botha, 1990:96). This will be done through designing staff development programmes aimed at developing their skills, ascertaining their needs, proper planning methods and communication. He must secure the trust of the staff by being empathetic, listening to them and talking to them. He needs to congratulate, encourage, comfort. He should set the example by being sincere, honest and accepting that each person is unique (Theron and Botha, 1990:127).

The principal also has to allocate functions for the benefit of the school, and to see to it that staff training and equipping the school is in his or her power (Loock, Grobler and Mestry, 2006:9). He has to make sure of the availability of the instructional resources that are used in the classrooms by the educators and learners – that they are sufficient and are of high quality – and also to make sure that the educators are able to give their attention to instructional and curriculum issues. This also means that he has to ensure the supply of inventory to the educators and learners (Robbins and Alvy, 2003:11).

The principal, in order to be successful in teacher development, should work with the School Development Committee where areas that need development will be identified, planning by the school principal will follow, and the programme will be implemented, monitored and assessed to avoid failure (Taylor *et al.*, 2003).

The school principal has to see to it that teaching and learning are taking place.

He should also be engaged in class teaching, and ensure that the teachers are keeping the necessary assessment records, planning lessons, and preparing timetables for their classes and for the whole school (Brunton and Associates, 2003:C-64). The principal is also responsible for the control of time by planning what is professionally and personally important, deciding how much time is to be spent in the classroom and playground, giving feedback, and developing and conducting professional growth activities (Robbins and Alvy, 2003:54).

In addition, Nathan also suggests that the school principal has to manage conflict that arises in his or her school to avoid the escalation and negativity that can happen, making the school an unhappy environment for the learners and the educators (Nathan, 2002:181).

The school principal has to manage boundaries, buildings and the school environment as a whole. This includes material resources, meaning that equipment and tools are looked after to extend their life and sustain them. This will also be possible through the drawing up of inventory records and proper planning on the use of movable and immovable materials, which can be delegated to a teacher as part of professional development (Everard, Morris and Wilson, 2004:216).

Such studies are useful, as they point to the major areas of responsibility of the principal, and to the heavy burden of duties and expectations which rests upon a principal. Indeed, one might almost suggest that one would require super-human powers to be an effective principal in the best of environments. How much more difficult is the principal's task to meet all these expectations when the school one heads is poorly resourced, in a deep rural area, far from the amenities that are all too often taken for granted? Most of the writers whose work was reviewed do not take into consideration the schools that are in the rural areas, which means that a great deal of generalisation has taken place. The writers have not differentiated between principals of schools in urban areas that are affluent and those in rural schools that are very poor, with a shortage of staff, buildings and resources. In some instances the schools in the rural areas do not even have offices where management and administration can take place.

In rural areas, community members often do not even want to involve themselves in school activities, which make it very difficult for the principal to relate well to the community.

How then do principals in such deprived situations, faced with this myriad of duties, still find time to conduct professional development, as is expected of them? Are the actions they take purposeful, planned and sustained? Are staff members being developed and are they transferring the benefits of their development to the learners? The ground is ripe for an investigation into how principals are managing the professional development process in rural areas.

2.12 STRATEGIES FOR PROFESSIONAL DEVELOPMENT

As indicated above (Sections 2.2 – 2.4), the literature indicates that the professional development of educators is seen as a vitally important process which is continuous, planned and purposeful (Kriek and Grayson, 2009:186). Continuing professional development for teachers is very necessary, as it is the requirement for IQMS that aims to contribute to the professional development of teachers (Mestry, Hendricks and Bisschoff, 2009:477). Van Der Westhuizen suggests that class visits be done to inform the school principal of areas where development is necessary. Such visits would enable the principal to see if the teachers are succeeding in achieving the goals of the learning programme, giving the principal an opportunity to provide support by making additional resources such as learning and teaching material available, by allowing ample time for discussion (Van Der Westhuizen, 1991:437), and by providing suitable professional development opportunities where appropriate.

The literature shows that school principals can draw on a variety of strategies to promote the professional development of staff members. These will be briefly discussed below:

2.12.1 ON-THE-JOB TRAINING

Swanepoel *et al.* suggest that on-the-job training can be very appropriate, as the training is conducted at the worksite. Generally, the school principal plans

the programme and the trainees are informed of the equipment, functions, and production processes. This programme can be followed by a tour of the departmental officials who are employed by the Department for staff development. Knowledge is immediately transferred on the job, without interrupting learning or teaching. An advantage of on-the-job training is that transfer between training and the job is maximised. A full-time trainer and separate training facilities are avoided. The trainees become motivated because what they are learning is immediately relevant to the school situation, and assimilation happens very quickly as training takes place in the educators' work environment (Swanepoel, Erasmus, Van Wyk and Schenk, 2003:465; Gerber, Nel and Van Dyk, 1998:470). On-the-job training needs to be well planned, and to be designed to address the development needs of every educator.

2.12.2 WORKSHOPS

A learning workshop is made up of a group of people assembled together to learn something. In a workshop there is generally a facilitator (Armstrong, 2000:850). Generally, educators come to the workshop with the aim of developing themselves, and to be capacitated to meet the needs of their schools that have been identified through needs analysis. School principals may use workshops for the professional growth and development of their staff members. Commonly, the aim of the workshops is also to improve learning and teaching in a school. Workshops may be internal or external to the school – often educators attend courses and are asked to report back and transfer their newly-acquired skills and knowledge to their colleagues through a workshop. Alternatively, as all communication on an official level occurs through the school principal, s/he may decide to encourage an educator or educators to attend an external workshop.

2.12.3 DELEGATION

Principals often use the delegation of duties as a tool to develop educators, exposing them to a wide range of activities and situations which would not otherwise be within their purview. To delegate is to entrust subordinates with some task or responsibility, to commit somebody to carry out a certain task, or

to send someone as a delegate. Another word for “delegate” is “depute”, which means to send or designate someone as a deputy. When one delegates a task to someone, one remains responsible for ensuring that the person to whom one has delegated can and does perform the relevant task. The delegator retains all responsibilities (Government Internal Consulting Services, 2003:64). Delegation is neither the abdication nor the devolution of a task, as devolution is the handing over of power, authority and responsibility. Delegation should not be used as a way of shifting responsibility. When delegating, the task, objectives and aims of delegating should be clearly communicated and monitored, which is the key to successful delegation, as this enables the delegator to identify lapses and mistakes fairly. After every delegation, feedback is necessary (Government Internal Consulting Services, 2003:69).

Delegation always requires certain skills. If one delegates, one has to look into the problem, spell out all the facts about the problem, and decide on all the alternatives available before action can follow. Communication while the task is being carried out is very important, especially if the task has not been done successfully. People should take into consideration time and mutual understanding during delegation, as these can cause failure (Coleman and Early, 2005:112). Delegation can be viewed as the manager’s key to organisational effectiveness, and an effective way of providing staff development. It also empowers a manager to test the employees’ ideas, exercise innovation, and to develop understanding and confidence (Everard, Morris and Wilson, 2004; Government Internal Consulting Services, 2003; Coleman and Early, 2005).

2.12.4 OFF-THE-JOB TRAINING

Gerber *et al.* and Swanepoel *et al.* suggest that principals can also use off-the-job training that is designed to take place away from the school. This refers to lectures, group discussions, role-playing, assigned readings, case studies, videos and machines. Educators are trained to use the tools and methods they will be using at school (Swanepoel, Erasmus, Van Wyk and Schenk, 2003:465; Gerber, Nel and Van Dyk, 1998:465). Nel, Van Dyk, Haasbroek, Schultz, Sono

and Werner (2005) suggest that with off-the-job training, there should be a trainer who issues the relevant learning material. Learners may be required to analyse problems from real-life situations, and then required to choose the best solutions and implement them. There is an opportunity for good interaction between the trainees and the trainer, as there is no distraction during the training (Nel *et al.*, 2005:441).

2.12.5 ROLE PLAYING

In role-playing, trainees act out a specific role, while applying theory to it. This is a realistic presentation where the instructor explains human relations problems in formal lectures, but introduction or instructions are not provided in a lecture. The educator-participants use their own initiative to play their roles. The role play typically helps the educators to get insight into interpersonal problems, and creates opportunities for educators to improve their abilities to deal with human relations issues. Role play involves serious learning (Nel *et al.*, 2005:442).

Gerber, Nel and Van Dyk suggest that role playing must be used by school principals as one of their strategies for the development of educators, as it gives the trainee an opportunity to act out a specific role where s/he applies theories instead of merely thinking passively (Gerber, Nel and Schenk, 1998:470). During role play the trainees are coached and receive feedback on personal skills like active listening, problem-solving, communications and information sharing (Swanepoel, Erasmus, Van Wyk and Schenk, 2003:471). Armstrong accentuates the fact that trainees should receive expert advice and constructive criticism from trainer and colleagues following the role play (Armstrong, 2000:848).

2.12.6 JOB ROTATION

Job rotation means moving from one job assignment to another within the same organisation or school (Swanepoel, Erasmus, Van Wyk and Schenk, 2003:469). Job rotation broadens an individual's exposure to different operations within the school, reducing boredom and stimulating new ideas that are explicit for the job. This is a cornerstone of professional development within the school

environment. People on job rotation are expected to assume greater responsibility, be willing to place themselves at risk, and experience the challenges that present themselves within their new role (Swanepoel *et al.*, 2003:469).

Several writers suggest that the manager should assign the trainees (educators) jobs or tasks on a rotational basis, which would then allow them to receive training and experience in turn. Trainees are moved to new jobs for a short period of time (Nel *et al.*, 2005:445; Gerber, Nel, and Schenk, 1998:474). With job rotation the assignment can last from two weeks to six months in order to develop knowledge, skills and experience in the educator (Armstrong, 2000; Nel *et al.*, 2005:445).

2.12.7 CLASS VISITS

Van Der Westhuizen suggests that class visits be conducted to inform the school principal of areas where development is necessary and needed in the subject, enabling the principal to see if the teacher is succeeding in achieving the goals set (Van Der Westhuizen, 1991). Steyn also supports the idea that staff development is most effective when it is a continuous process that includes appropriate training, individual follow-up through supportive observation, and feedback, staff dialogue, mentoring and peer coaching (Steyn, 2005).

2.12.8 COACHING

This generally entails instruction of subordinates by a superior, with the purpose of developing their potential. At school the superior, who may be the school principal, sets the example of what is to be done and counsels the trainee. Daily or weekly guidance is given to develop the subordinate, preparing him/her for optimal functioning or promotion. This is a continuous process based on a face-to-face relationship between the trainer and the trainee. The superior sets tasks and checks the standard of the work (Gerber, Nel and Van Dyk, 1998:473). The coach sets the example of what should be done. The superior gives daily guidance to develop the subordinate, preparing him or her for promotion. Nel *et al.* (2005:445) refer to coaching as planned one-on-one instruction. It is not

necessary that the principal always assumes the role of coach in the relationship – that role could be given to any member of management or even a senior teacher. What is important is that the principal does encourage educators to consult with one another to discuss and share teaching practices and classroom observations that are taking place with an eye to promoting collegiality and support, and to help to ensure that quality teaching and learning for all at the school are taking place. Grant advises that schools should be made professional learning communities where teachers strive to make a difference through actions that take place in the school context. Collaboration through coaching at school encourages learning and professional development (Grant, 2008).

2.12.9 LEARNER-CONTROLLED INSTRUCTION

Educators are also supposed be life-long learners. In this type of development programme, the educators decide for themselves what they have to learn and when. They evaluate their own learning. During development or learning, different methods like case studies, simulations, group discussions, books and films may be used. The instructor works as a facilitator and offers assistance to trainees (Nel *et al.*, 2005:446).

The school principal, manager or instructor sets learning objectives with the learners' participation, and learners decide on the pace and method they will use, but they are accountable for meeting agreed-upon objectives. The writers suggest that this method should be used in conjunction with other methods (Gerber, Nel and Van Dyk, 1998:475; Nel *et al.*, 2005:447).

2.121.10 ON-SITE STAFF DEVELOPMENT

The Association for Supervision and Curriculum suggests that school principals should encourage study groups, action research, coaching and review, reflection and collaborative planning as part of the on-site development of educators.

2.12.11 STUDY GROUPS

People with common interests engage in collegial study and action. They come together, and study and support one another by designing and studying curriculum and instruction innovations, school practices and programmes, monitoring the impact of new practices on staff and learners, and analyzing and targeting the school's needs.

2.12.12 ACTION RESEARCH

School principals can encourage their educators to engage in Action Research. In Action Research, the researcher needs to find answers to questions closely related to their real work. The educators are not removed from what is being studied; they are able to research their problems and new practices (Swanepoel, Erasmus, Van Wyk and Schenk, 2003:732). Action research is a process of asking questions and looking for answers in a methodical way. Questions asked are related to the real work of teaching and learning. It is practical and grounded in day-to-day work. Action research helps to develop a problem-solving ethos. Teachers conduct research into their own problems, which may help teachers to change or reflect on their classroom practices (Association for Supervision and Curriculum, 2010:1).

2.12.13 COLLABORATIVE PLANNING

School principals may suggest that their educators engage in collaborative planning in their schools. This is where educators plan as group, a team or in a partnership of people working and learning together to plan curriculum innovations and implementation. This may include planning individual lessons or even planning for the assessment and evaluation of learners. "Collaborative planning involves a group, team or partnership of people working together and learning together as they plan curriculum, units, lessons and even assessment" (Association for Supervision and Curriculum Development, 2010:1). Collaborative planning connects educator learning to student learning, making an impact on students' achievement, and providing teachers with opportunities to work together, and in so doing develop one another's skills.

2.12.14 REFLECTION

Principals could also choose to encourage their learners to engage in reflection. This is a process of self-examination and self-evaluation that educators should constantly perform in order to improve professional practice by studying their own practice. Reflection is a learning style which develops the educator. During reflection the educator reflects and rethinks through what has occurred. The reflector (the person reflecting) observes some aspect of practice, thinks, and assimilates the information about the practice before starting a modified version of the practice. Journal keeping is often encouraged as a way of making this into a sustained and truly value-adding activity. The reflector examines his or her own work and practices in order to strengthen its quality and effectiveness. In reflection, a review of what has happened and what has been learnt, takes place (Thorne and Mackey, 2001:22).

2.12.15 MENTORING

Principals may also choose to insist that mentoring is done at their schools. Professional mentorship is based on the principle that for people to develop, they need the support of others. A mentor is someone responsible at the same or higher level than the individual, whom one can consult on work-related issues (Loock, Grobler and Mestry, 2006:410). Mentoring is often included in school programmes as part of an induction strategy for newly hired teachers. Rebore says that in mentoring, the experienced teacher acts as a role model for the beginning teacher (1982:142). Newly qualified teachers are regarded as competent, but their skills tend to be immature and need to be nurtured (Bush and Middlewood, 2005:162). It is suggested that criteria for selecting mentors, and the process for matching mentors with beginners, can be considered as very important. Rebore suggests that it is advisable that a mentor not be an evaluator, but rather someone who assists his protégé (Rebore, 1982:142). There is nothing wrong with prolonging the mentoring relationship, or with establishing networks of mentors and mentees throughout the school, as long as it does not cut principals out of the loop of communication, or create dependency and weakness on the part of the mentees.

2.12.16 COURSES

Principals may also choose to arrange for staff members to attend courses aimed at professional development. Armstrong categorizes courses as off-the-job training where the course takes place in a training area or a special centre (Armstrong, 2000:520). In the centre, special equipment and staff members are prepared for training people. Armstrong suggests that such strategies can be effective because basic skills and knowledge can be acquired quickly and economically. Banks and Mayes add that the course to be offered should be designed with clear criteria, and that existing competency should be taken into consideration when planning and implementing the course (Banks and Mayes, 2001:58). These writers suggest that learner characteristics should provide a basis for entry to the course. Courses can be specially designed, or derived from a development needs analysis. Banks and Mayes (2001:58) add that students can also negotiate to be taught competencies which they wish the course to help them develop. In the course knowledge, skills and attitudes can be explicitly related to the educators' past and current work-based performance, which may then be indicative for future performance.

2.12.17 TEAMING OR GROUPING

There are subject or research groups that result from particular subjects, who come together and discuss related matters (Coleman and Early, 2005:62).

Principals may also choose to form teams amongst their staff members to promote the professional development of individuals or all staff members. Teaming is defined as a small number of people with complementary skills, committed to a common purpose, performance, goals or approach to which they hold themselves mutually accountable. Some writers suggest that support teams should be created in every site as part of the site improvement plan, which could consist of teachers, instructional assistants and the principal. One of the aims of the team is to create team spirit at school. Teachers should be encouraged to support each other and work collectively. When teachers work as a team, they are able to share ideas and methods of classroom instruction (Girling, 1991:208). Drago-Severson added that principals support teaming as it

builds leadership as well as helping team members and the school community. In one study, principals believed that teaming allowed teachers to give and receive inputs on curricular matters and on assessment of learners' work in non-threatening ways (Drago-Severson, 2004:76). In teaming, a principal pairs teachers with experienced teachers throughout the year. The aim of this is to improve teaching, and teaming allows for co-teaching. The following are the benefits of teaming, as illuminated by Drago-Severson (2004:82):

- Enhances teacher learning and growth
- Improves instruction and school-wide decision-making
- Help adults to acclimatise to change
- Encourages pedagogical innovation
- Empowers teachers
- Develops skills for dialogue and reflection
- Builds leadership capacity
- Contributes to the growth of a learning organization.

Teaming is believed to broaden teachers' perspectives, by enabling discussion of their learning and by informing their practices (Coleman and Early, 2005:203). The aim of this strategy is professional growth and development, as teachers can develop each other. Grouping does not refer to the group of people that have a common idea and interest in studying; rather it refers to those that are ready to work as a group or team with common behaviours and an interest of advancing teaching and learning. So rather than this being a principal-initiated team, it may be a group of educators who share common approaches or who naturally gravitate together, enabled by the principal to develop a loose association of common interactions which then defines them as a group. Grouping can be referred to as collegiality in practice, and it is very important for teachers when dealing with curriculum issues. Collegiality is a form of collaborative leadership. Southworth talks of collegiality when talking about groups in the primary schools (Southworth, 1987:138). Groups can be formal or informal, and whether they take one form or the other, the main focus is the interaction within and between the group members (Coleman and Early, 2005:58). Girling suggests that groups should participate in problem-solving

within the school. They can diagnose problem areas and address them as entire groups (Girling, 1991). In the group there is usually an implicit or explicit understanding of supporting one another (Everard, Morris and Wilson, 2004:2). Tasks are explained and they are made easier, work faster and need fewer messages to solve the problem. The aim of the group is to “do it right”, discussing strategies that can assist them to complete their task as they aim at a certain goal of achieving value and better results. Armstrong also suggests that cohesion, mutual respect and co-operation increase (Armstrong, 2000:52). Groups can be used to solve problems on curricular issues which will help educators to grow professionally. In dealing with lesson plans, information can be better interpreted by educators through group work.

2.12.18 MOTIVATION

Motivation is defined as getting results through people and getting the best out of them. It is fundamental that people will be motivated to work towards the goal which they were involved in setting, and which they are committed to (Everard, Morris and Wilson, 2004:25). Girling defined motivation as the push and pull that stimulates people to act and to excel. Motivation improves the quality of performance in any situation and in any job, including teaching and learning (Girling, 1991:91). As the aim of every principal is to get quality teachers who can produce good results, it is imperative to motivate them to move in the direction the principal wants them to go in order to achieve good results. No teacher can be motivated if the principal him/herself is not motivated first, and his/her self-motivation can create self-motivation among his or her subordinates (Armstrong, 2000:106). Motivation contributes greatly to staff development among teachers, which will be of great value in the improvement of the quality of teaching and learning in our schools.

2.13 CONCLUSION

The researcher concludes by agreeing with the literature which emphasizes that professional development is indeed a significant need in any educational institution for the improvement of performance and productivity. The need for professional development is even greater in schools where performance is less

than optimal. Strategies that are used should aim at addressing the imbalances that exist and also at addressing the legacy of apartheid for the benefit of individuals and the whole school community. School principals operate under very difficult conditions, especially in rural areas. Educators are leaving rural schools to migrate to schools situated in the urban areas. Despite these very difficult conditions, there are high expectations from the Department of Education, parents and the school community as a whole. It is the school principal who has to keep the vision and the mission of the school in mind, and to keep on striving for perfection. He also has to see to it that teaching and learning is taking place in a conducive environment. The principal therefore has to enhance the way the teachers teach by using strategies that develop them to perform better in class and to manage the classroom situation more effectively.

The literature has revealed that while there are a myriad strategies open to principals with which they could promote the professional development of their staff members, very little is known about the reality of the situation of principals in poor, rural schools. It is quite obvious, even from a cursory examination of some of the strategies found in the literature, that many of them are simply unworkable in resource-poor, remote environments where even the motivation to come to school is lacking. The question then arises – what exactly are rural principals able to do to develop their staff, given the myriad challenges they face each day? How do they hope to succeed as principals, given the huge weight of expectations that rests on their shoulders, while still trying to find time to develop others?

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

Research in education may be described as the process of gaining a better understanding of the complexities of human experience. The goal of research is often to describe and to understand a field, practice or activity (Van Niekerk, 2009:105). Van Niekerk also accentuates the fact that educational research helps to provide information, knowledge and principles in decision-making and thinking. Literature in the previous chapter emphasized the strategies that school principals could use in the professional development of staff members. Strategies that can help school principals are born out of the well-planned and systematic collection, interpretation and analysis of data that have been gathered in order to address specific problems faced in schools. It is therefore necessary that the research design and methodology on which this study is based should address the research questions in Chapter One.

In order to obtain comprehensive information that can be easily analysed about the strategies used by school principals in the Keiskammahoek area and to ensure the professional development of the staff in their schools, research had to be undertaken. All research takes place within a particular set of frameworks and protocols. In this chapter the researcher will discuss the methodological paradigm, research design, research methods, techniques and tools that were utilised in this study, and which enabled the researcher to find answers to the research questions he had formulated. This study should thus provide comprehensive, clear and reliable information about management strategies, roles and practices of professional development in a rural setting.

3.2 RESEARCH PARADIGM

Every study is located within a paradigm. Rayners, quoting Winberg, defines a paradigm as the collective set of attitudes, values, beliefs, procedures and techniques that create the framework of understanding through which theoretical

explanations are formed (Rayners, 2007:54). This particular study has been located within the interpretive research paradigm. The interpretive paradigm can be characterised as one which sees the social world from the subject's point of view. Researchers working in this paradigm investigate the meanings and interpretations of social actors in a particular situation (Ching, 2009:1). Cohen, Manion and Morrison emphasize that this paradigm is characterised by a concern for the individual, as its aim is to understand the subjective world of human experience (Cohen, Manion, and Morrison, 2004:22). These writers also suggest that this paradigm focuses on the *actions* of social actors, which are behaviours *with meanings* that are intentional and future-orientated (Cohen, Manion and Morrison, 2004:23, my italics). Therefore, within this paradigm, experiences and deeper understanding of meaning are key concepts.

Ullin, Robinson and Tolley (2005:17) add that the interpretivist paradigm sees the world as constructed, interpreted and experienced by people in their interaction with each other and within social systems. Anderson (2002:134) claims that people know themselves best, and that they can best interpret and talk about their environment.

Locating this study within this paradigm will help the researcher to gather and interpret information from selected research subjects in the Keiskammahoek area, as he is interested in human behaviour, and the perceptions and understandings which arise from the experiences of his research subjects. The qualitative approach to be used is appropriate to the interpretivist paradigm in dealing with behaviours and experiences, and in producing information which will help and possibly influence policymakers, practitioners and participants in decision-making, and so improve the human condition (Rossman and Rallis, 1998:6).

3.3 RESEARCH THEORY

This study is also located within the hermeneutic tradition of metatheory. Hermeneutics is part of the interpretivist tradition and is focused on the interpretation of human meaning as embodied in thought, language, action and what humans produce through their actions (Higgs, 2003:240). Educational situations, events and relationships are fully recognised by defining the meanings they have for the social actors concerned. Metatheories are critical to reflections

that address issues such as the nature and structure of scientific theories, the nature of scientific growth, the meaning of truth, explanation and objectivity. Hermeneutics explains, translates and interprets perceived reality. In interpretive research, hermeneutics are concerned with meaning in which studies focus on description, explanation and the meanings of phenomena (Lecompte and Peissle, 1993:31). Hermeneutics focuses on interaction and language so as to understand the situation through the eyes of the participants (Cohen, Manion and Morrison, 2004:29). Therefore hermeneutic theory is utilised in this work as it allows knowledge to be drawn from experiences verbally expressed by participants (Higgs, 2006:223). With hermeneutics, interpretation and understanding are the important focus on forms of communication (Moller, 2006:111). This means that to understand what is happening in schools and what strategies the school principals are using for professional development among the staff, hermeneutics theory will be used in analysing the data from the semi-structured interviews.

3.4 RESEARCH APPROACH

This study makes use of a qualitative research approach, as the research deals with the experiences and behaviours that have taken place at schools and the strategies used by the school principals in developing their staff members, as reported in interviews.

The qualitative approach differs from the quantitative approach as its main concern is to understand the way in which an individual (or individuals) creates, modifies and interprets the world in which s/he finds himself/herself, while the quantitative approach concerns itself more with measurable effects and statistics. Qualitative research presents data as narration in words while quantitative research presents statistical results in numbers (McMillan and Schumacher; 2001:15). Buchel (2001:226) cited that qualitative research puts emphasis on inductive, generative, constructive and subjective process, while on the other hand quantitative research places its emphasis on deductive, verificative, enumerative and objective process.

Qualitative research prefers to study the world as it naturally occurs, while quantitative research establishes context-free generalizations, using numerical data. In quantitative research the researcher tests a hypothesis. Qualitative research is

ethnographic research into a series of ongoing events which is aimed at helping readers to make perceptions of the situation, while quantitative research uses experiments to limit unwanted variables, errors and bias (McMillan and Schumacher, 2001:15-18).

This approach can also provide narratives which document the course of the research project itself. This means that the accounts of the research process are also important sources of information which are relevant for the assessment of the findings (Sapsford and Jupp, 2006:245). Sapsford and Jupp claim that this approach is ethno-semantic as it is directed at producing a detailed account using an array of concepts to make sense of the environment (Sapsford and Jupp, 2006:246). The nature of this study dictates a qualitative approach as the researcher wants non-statistical, non-generalisable information on the behaviours and management activities of a limited number of school principals in dealing with professional development among their staff members.

The qualitative approach has advantages and disadvantages. The advantages make it suitable for this study. The aim of the researcher is to get in-depth information on the phenomena studied, and the qualitative approach, which is regarded as interpersonal and socio-cultural (Ullin, Robinson and Tolley, 2005:17), provides that as it generates knowledge of social events and how the people studied interact with each other and with the world around them. As Anderson points out, the qualitative approach is the only form of enquiry that explores phenomena in their natural setting through the use of multi-methods to interpret, understand, explain and give meaning (Anderson, 2002:19). The qualitative approach always aims to develop “thick” and rich description. It studies real people in their real situations, which means that it would suit the study of the actions and perceptions of the educators, school management teams (SMTs) and principals who were studied in their schools in the Keiskammahoek area. The data were obtained and collected first hand, and were not filtered, which means that nothing has been changed, added or deleted.

The disadvantages of this approach are that the final research report can be too lengthy, requiring a great deal of time, and that such a study cannot be

generalised. A lack of skills on the part of the researcher can also jeopardise the whole study (Cohen, Manion and Morrisson, 2000:29). It must also be noted that there is always a danger that the respondents can be biased and subjective during the research and so skew the results.

The qualitative approach was deemed to be suitable for this study as it acknowledges the values of the participants, which is why the information is obtained through conversation with the research participants in their natural setting (Denzin and Lincoln, 1994:2). This approach is also suitable because it focuses on the life-world of the teachers and the roles of the school principals. The researcher used a qualitative approach to assess whether the principals fulfil their leadership role effectively despite the challenges they are faced with in their schools, such as workload, shortage of staff and shortage of resources (Buchel, 2006:226).

The interpretive paradigm, hermeneutic approach and qualitative research mode inevitably dictate the research methods to be followed.

3.5 RESEARCH DESIGN

Rayners (2007:55) defines the research design as the plan or blueprint for the study. It is obvious that the design must, in the first instance, provide the answers that the researcher is seeking to find. In this case study, the researcher investigated the strategies school principals use in promoting professional development among the staff in their schools in the Keiskammahoek area, in the Eastern Cape. For the purposes of this study then, the researcher chose to gather data through semi-structured interviews. This method was judged to be the most appropriate, as the participants shared their own experiences and thoughts first-hand with the interviewer, and it was therefore necessary for the researcher to develop trust and rapport with the participants (Smit, 2003:148), which did in practice enhance the quality of the data obtained.

The semi-structured interview seemed to suit the approach and subject matter best, and was the one used to elicit information from the participants about professional development in their schools; in particular, how they deal with

professional development and what their experiences have been. Choosing this method was also motivated by the freedom it gave the interviewer to probe more freely into the interesting areas that arose (Smit, 2003:148). The semi-structured interview is useful when the researcher is aware of what he/she does not know (Lincoln and Guba, 1985:269), and can formulate questions that will elicit the knowledge from the interviewee but also provide sufficient scope for the participant to transmit the information in his/her own way. Smit (2003:148) also suggests that with the semi-structured interview, the order of questions is less important than with structured interviews. The advantages of semi-structured interviews are that they facilitate rapport and empathy, they allow great flexibility of coverage and enable interviewers to enter novel areas, and they tend to produce richer data. The disadvantages are that they reduce the control the researcher has over the situation (the “conversation” is more negotiable), they take longer to carry out, and are more difficult to analyse (Smit, 2003:149).

Cohen, Manion and Morrison add that this type of interview does require the researcher to prepare questions in advance, but also requires the ability to probe, to explore further and to keep the conversation going (Cohen, Manion and Morrison, 2004:273). This means that the researcher has the questions set out in an interview schedule, and that the schedule guides the interviews rather than determining them exactly. The questions pursue the area of interest and the interviewer enters the psychological and social world of the respondent (Smit, 2003:151). In this research, the schedule with its questions contained a list of topics that bore specific themes that were raised during the course of the interviews (Briggs and Coleman, 2007:210). The aim of the schedule, with its partially prepared questions, was to keep track of what should be covered and what remained to be considered. This also eliminated the disadvantages entailed in semi-structured interviews. The researcher wanted to understand how professional development was being conducted in the real world of the respondents. The flexibility of the semi-structured interview enabled the researcher to elicit the participants’ experience and knowledge of professional development, and whether or not it was actually happening at schools in the area.

3.6 CONDUCTING THE INTERVIEWS

When the interviewer arrived at the sites and met the interviewees, he explained the purpose of the study as a way of seeking the co-operation of the prospective participants. Buchel (2006:236) suggests that building rapport, trust and understanding with respondents is very important as it allows them to express themselves even critically on their experiences. He honestly and frankly gave the purpose and the expected duration of the interview process. The researcher encouraged the participants to relax during an “ice-breaker” and introduction. Understanding played a vital role during the interviews as the researcher allowed the participants to express themselves whenever they felt that there was something they needed to get off their chests. During the interviews the researcher sometimes rephrased his questions when the respondents encountered problems in understanding what the question actually meant, as this is permissible with semi-structured interviews.

3.7 SAMPLING

Although more generally associated with the quantitative research approach, there has to be some degree of sampling in most studies, even in qualitative studies. In its simplest form, this means that some principle must inform the decision about which persons you will interview (Flick, 2006:122), and from which group they should come. Sapsford and Jupp define sampling as a set of elements selected in some way from the population (Sapsford and Jupp, 2006:26). Sampling helps to save time and effort, and also enables the researcher to have consistent and unbiased members of the population from which the sample is drawn (Sapsford and Jupp, 2006:27).

The area of Keiskammahoek has 53 schools, 38 primary schools and 15 post-primary schools. It would therefore have been difficult to cover all those schools in the time available for research purposes. Also, the distance between schools is very vast. The researcher therefore divided Keiskammahoek into four sub-areas, namely North, East, Central and South, according to their geographical settings. This approach is deemed to be methodologically sound, according to Cohen, Manion and Morrison (2004:101). From each of these four areas, one primary school and one post-primary school was purposively selected according to geographical and

economic status, as there was a need to derive the sample in such a way that it would be reasonably representative of the Keiskammahoek area.

TABLE 1
SHOWING SCHOOLS SELECTED FROM EACH REGION

AREA	NO OF PRIMARY SHOOLS	NO OF POST PRIMARY SCHOOLS	TOTAL
NORTH	1	1	2
CENTRAL	1	1	2
EAST	1	1	2
SOUTH	1	1	2

Thus there were eight schools involved in the study. The key informants – school principals, and educators who were likely to have more information on professional development strategies used in the schools due to their positions and experience – were purposively selected according to their ability to provide the information needed.

3.8 PARTICIPANTS IN THE STUDY

The main participants in this study were the eight principals, and an educator drawn from each of the four primary schools and four post-primary schools. The principals were the core group of participants in the study as its main focus, since it is they, as the managers of their schools, who are supposed to promote professional development among their staff through various strategies. The eight educators (one per school) were included as the recipients of professional development who could bear witness to the strategies used by the principals in developing their subordinates.

The participation of the educators as well as the principals enhanced the credibility and dependability of the study. Principals were heard regarding their implementation of strategies, their actions and experiences. The educators' voices were heard regarding their experiences and interactions with the principals, and in

that way a degree of triangulation of data was assured. It was felt that by including educators, greater reliance could be placed on the information obtained. Briggs and Coleman write that triangulation is the comparing of many sources of evidence in order to determine the accuracy of information or phenomena, that is, the cross-checking of data (Briggs and Coleman, 2007:100). In this study the data were checked by interviewing the participants who used and implemented strategies for professional development and the ones for whom professional development was taking place.

3.9 ACCESS TO PARTICIPANTS AND RESEARCH SITES

Getting access to the research site and the participants is a most important step in research (Cohen, Manion and Morrison, 2004:53). The first stage involved gaining permission to undertake the research was to write an official letter to the Department of Education requesting permission to conduct research by conducting interviews in the schools. Permission to undertake the study was granted (see Annexure A). Each and every participant was regarded as a gatekeeper in his or her own right, and the option to decide to participate in the study or to withdraw from the study was given individually. Times and dates for interview appointments were mutually agreed. Anonymity of the participants and the confidentiality of what they said was guaranteed. The interviews were scheduled for thirty minutes, but it was made clear that more time might be needed.

3.10 EXPERIENCES IN THE FIELD

The permission to hold and conduct interviews in different schools in the area was obtained from the Department of Education through the assistance of, and a request made by, the University of Fort Hare. The researcher made appointments with school principals through cell phones, on numbers obtained from the satellite office. In all schools the researcher visited, the principals, who might be regarded as primary gatekeepers, warmly welcomed the researcher. The principals were co-operative and so were the seven educators. Only one educator (from School E) proved to be elusive. On the day of one scheduled interview, teachers left school early to attend a meeting in preparation for a strike. They left while the researcher was busy interviewing the principal. Due to the disruption of schooling, it was very

difficult to obtain an interview, until one educator – after many requests – agreed to answer the interview questions as a written questionnaire. This limited the reliability of the data that could be obtained, but was considered to be better than nothing under the circumstances. In most schools, the relationship between the principals and educators seemed to be very good, and the researcher asked permission from the principals to choose educators that could be interviewed.

The researcher was warmly welcomed at all the sites. This is perhaps best illustrated by Educator F, who requested the researcher to help him find out how to register with Rhodes University for the ACE in Mathematics. This anecdote also illustrates the need for professional development in schools.

3.11 CODING AND ANALYSIS OF THE DATA

As only one principal and one educator were interviewed from each of these schools, it was a simple matter to assign them a letter corresponding to their school:

1. School-A
2. School-B
3. School-C
4. School-D
5. School-E
6. School-F
7. School-G
8. School-H.

School-A to School-D are primary schools. Principal-A to Principal-D are primary school principals. School-E to School-H are post-primary schools, Principals-E to H are post-primary school principals. Educator-A to Educator-D are primary school educators, and Educator-E to Educator-H are post-primary educators.

Data analysis is the process of making data more measurable through organising the data collected into categories and interpreting the data, searching for recurring patterns to determine the importance of and make sense of relevant information (Van Niekerk, 2008:117). Qualitative data analysis also involves organising, accounting for and explaining data in terms of the participants' definitions. Data gathered were sifted and sorted where the responses of the interviewees were matched; frequencies of

occurrence were calculated, making the whole coherent. Patterns, themes, categories and regularities have been noted and therefore the data has been grouped into domain clustering, grouping patterns, themes and coherent sets that create a domain that helps to create codes with the data (Cohen, Manion, Morison, 2004:149). This means that the complex data collected were captured and systematically analysed in sentences and phrases. The material was coded with the aims of categorization and development of the theory (Flick, 2006:296). The first step of coding was to acquaint myself with the information collected, copies of transcribed data were made, and variables within variables were then highlighted. Coding can also serve two purposes, the second purpose being to conceal the identity of participants and institutions. The schools were coded for the purpose of hiding their identity as an ethical consideration, as the schools and the participants were promised anonymity.

The interviews were audio-recorded, and the tape-recorded interviews were transcribed by the researcher. The researcher read each transcript several times to get a thorough understanding of the content. Data reduction took place where codes of meaning from each sentence of the transcripts were generated, and similar codes were grouped together into small units of meanings (Mkhwanazi, 2007:30). The grouping together of the themes was done for the purpose of analysis (Cohen, Manion, Morrison, 2004:77).

Grouping and numbering of the comments made in interviews was undertaken. Then elements were sorted according a theme or topic, setting aside those that seemed to have no bearing on the topic (Sapsford and Jupp, 2006:168). Interesting and significant things were noted, key words to capture essential qualities were used, themes identified and clustered, and then they were put together. A master list of themes that were coherent was produced, codes for the themes were reproduced, and these themes enabled the researcher to write up and summarise what had been found.

3.12 ETHICAL CONSIDERATIONS

As previously indicated, the researcher obtained permission from the Department of Education to conduct research in the schools, and this was done within the

protocols of the Faculty Research and Higher Degrees Committee of the University of Fort Hare. Prospective participants were fully briefed so that they would not only participate in the study of their own free will, but would give informed consent to their participation (Cohen, Manion and Morrison, 2004:50). The confidentiality of the participants was guaranteed to protect their rights. Should it be necessary to identify the participants, assurances were given that only pseudonyms would be used. Anything that could be seen as harmful to the participant was avoided (Flick, 2006:46).

During the interviews, permission from the interviewees was requested to preserve the data via tape recordings. Those tapes will be kept for a long period so that they can be available in case there is a query about the study. Any information given was treated in strict confidence. No data were disclosed without the consent of the participants, and deception did not happen during the interviews. The data were taken back to the interviewees for verification, to check whether the interviewer had correctly interpreted what the respondents had said.

3.13 VALIDITY AND RELIABILITY

In the qualitative approach different terms are often used for validity and reliability; they are credibility, trustworthiness, stability and dependability (Maree, 2010:80). Copies of the findings were given back to the respondents for verification, to check that what they said had been correctly transcribed or correctly interpreted. The concept of content validity was used to check that the findings covered everything they were supposed to cover, rather than other issues (Sapsford and Jupp, 2006:89).

To strengthen the reliability and validity of the study, the principals' voices regarding the implementation of strategies they used, and how they promoted professional development, are supplemented by the educators' voices. These are heard regarding their experiences and their interaction with the school principals; this helps to ensure that the data provided are valid and reliable. Van Niekerk (2008:114) suggests that to produce reliable and valid knowledge in an ethical manner, researchers should consider multiple methods to collect, analyse and interpret data. Validity and reliability are very important as they contribute to the

study's trustworthiness. Validity refers to the truth of propositions generated by the research. The researcher and respondents agreed about the description or composition of events, especially the participants' meanings. The researcher has made every effort to promote validity with the study (Maree, 2010:80).

3.14 RESEARCHER'S ROLE

Buchel (2006:229) writes that the researcher should choose a research role which is suitable for the purpose of the study. The typical role of the researcher in qualitative research is to be the respondent observer or interviewer. The researcher in this study chose to be the interviewer who interviewed the selected teachers of the selected schools. The researcher spent considerable time in schools collecting data of educational concern in the natural setting of the respondent (Buchel, 2007:229). Therefore the researcher obtained the data from the real world of the respondents, which was the schools of the principals and educators. After interpretation and analysis, the researcher was able to draw reliable and valid conclusions, and also to make recommendations that might be constructive to school principals and the Department of Education. The researcher investigated the research problem through semi-structured interviews to obtain the data from the selected teachers and the selected school principals. The researcher interpreted and analysed the collected data, endeavouring to draw reliable and valid conclusions. Coding and sampling were also done by the researcher.

3.15 CONCLUSION

The researcher has gained a great deal of experience in the field. The process has been interesting as the researcher was able to learn theories and methods and then apply them in the field. The researcher has emerged from this study a more confident and able interviewer, and with greater insight into the difficulties of educational research. Considerable experience and a greater appreciation of the challenges that principals face have also been obtained. The researcher gained an insight into what is happening in the schools pertaining to professional development. It has also been an interesting journey in the field in applying the learned theories and assessing the results.

CHAPTER FOUR

PRESENTATION OF FINDINGS AND ANALYSIS

4.1 INTRODUCTION

The researcher is not undertaking a quantitative study. In discussing and presenting the findings, where not all the interviewees said similar things, the number of interviewees who *did* agree is mentioned without intending any indication that this proportion might reflect a similar proportion in the wider population. The number of agreeing interviewees is simply mentioned for the sake of clarity.

The biographic data collected about the participants in this study contributed no particular significant pattern with regard to years of experience or age, except to note that since all the educators had been in the teaching profession for some time, their professional knowledge was at risk of being found to be out of date, indicating the need for in-service training and development.

Areas like Keiskammahoek are remote rural areas characterised by high levels of poverty and unemployment. Consequently, the schools in the area have few resources and the principals there face challenges which their urban counterparts do not face. Nothing in particular in the findings of this research distinguished Keiskammahoek from other districts. In other words, there were no particular singularities in the data that made Keiskammahoek as a district stand out as unusual. The Keiskammahoek schools all encounter the problem of poverty – schools having virtually no funds, and very few teaching resources or other facilities. The researcher is not seeking to make broad generalisations from the cases studied, but the rurality of the area means that there are many small schools, with a high proportion of multigrade teaching, and this was true of the schools which participated in this study. The Employment of Educators Act (No. 76 of 1996) assigned the principals the responsibility as school managers to have programmes for the development of the staff in their schools (ELRC, 2003:C-64). This study is aimed at finding out how principals are coping with professional development, and at ascertaining whether they have

developed any unique strategies to promote professional development.

4.2 PRINCIPALS DO BELIEVE THAT PROFESSIONAL GROWTH AND DEVELOPMENT ARE IMPORTANT

It is generally agreed that principals have an important role to play in promoting the professional development of their staff. This is a responsibility which has to compete with a whole host of other responsibilities, and sometimes has to be undertaken in difficult circumstances.

All the principals interviewed, like Nel (1998) and Swanepoel *et al.* (2003), acknowledged the importance of professional growth and development. In fact, the principals clearly shared the belief that professional development was vitally important. The reasons advanced for this included the idea that if educators grew professionally, that growth would have an impact on the learners. Principal-F, who is a post-primary principal, said:

It (professional development) enhances the way we teach; it gives us new strategies on how to perform in class and how to manage classroom situations. More than anything, it gives us better understanding and an insight of the content that is doing, it closes any gaps that we may have.

This shows that ultimately, it is learners who benefit from the professional development of their teachers. Principal-A, a primary school principal, confirmed this by saying, “It is very important because if educators are developed professionally, it also have an impact on the learners. They get the best out of the teachers”.

Professional development was understood by all the principals interviewed, in the first instance as the upgrading and developing of the educators’ learning, and thus as the ability to teach better. This view was seen to be important, especially in the light of the circumstances where there is no (or is only a very small) fresh intake of educators bringing fresh ideas from teacher training institutions. Primary school Principal-C said, “Yes, I believe that professional growth and development is important, especially that we do not have fresh intake, where fresh ideas come from the college where people are trained”.

Teachers who are now in the field are perceived to be “old stock”. He stated, “All teachers we have are old stock; we have nothing fresh from the college.” An infusion of new knowledge or technique was seen as very important to re-vitalise teaching and learning.

Principal-D, a primary school principal, believed that if educators grow professionally, even their behavioural problems could be ameliorated, for example, coming to school under the influence of liquor, swearing and the use of vulgar language by educators. Principal-D suggested, “If they do grow professionally, everything will be professional. Think of their behavioural problems. If one tackles that professionally, it can be a success.” In the course of their development such problems would be addressed professionally by the school community, especially the school principal and the school management team.

The principals suggested that because education is dynamic, the capacity of educators needs to keep pace with developments in education, especially in terms of content and methodology. They also suggested that some professional development enhances the way the teachers teach, as it gives them new methodologies to use in class and new ideas on how to manage their classroom situation. Principal-F of a post-primary school suggested, “It is to enhance the way we teach, it gives us new strategies on how to perform in class and how to manage classroom situation.”

Most significant was the claim that professional development gives better insight and understanding of the *content* that they are teaching. Principal-E, a post-primary principal, suggested that professional development also closed the gaps the educators might have in their professional knowledge. It is important that teachers be developed in a range of educational aspects in order to extend their knowledge, at the same time as improving their practice. Some principals believed that the development of educators is important in the sense that it helps to promote the well-being of the entire school. Thus Principal-H said, “It (the professional development of the teachers) is important in the sense that it also helps to develop the learners and the well-being of the school.”

All the educators interviewed supported the view of the principals that professional growth and development is vitally important, especially since our system is always changing. Teachers have to be equipped for these changes as well as for improving teaching and learning in the schools. As Educator-A said, "Since the system is changing, teachers have to be equipped with the changes and how to adapt to such changes." All eight educators interviewed claimed that with the curriculum changes which have occurred regularly in the last few years, teaching methods and strategies are supposed to change, citing that teachers have to be developed to enable them to move from NATED 550 to the new National Curriculum Statement (NCS). Educator-7 suggested, "Teachers must be developed so that they can be able to know what NCS means." New educational policy means that educators need to "grow into" the NCS, and must keep abreast of the latest developments. Educator-3 suggested, "Professional development is very important for educators as it prepares the educators to meet the changes that exist in the education, and also to improve teaching and learning for the school."

Five teachers out of the eight interviewed shared the view that teaching is a profession that is dynamic, and that there have been many changes. Therefore educators have to be equipped with the skills that are needed to perform their educational duties, which include being prepared to cope with the educational changes that occur in education with the aim of improving teaching and learning.

4.3 EDUCATORS' PERCEPTIONS OF WHAT THE PRINCIPALS THINK ABOUT PROFESSIONAL DEVELOPMENT

All the educators interviewed believed that the principals thought professional development was important. Six of the educators argued that if they did not, their schools would lack suitably qualified and experienced educators to teach learners, and their results would deteriorate. Interestingly, the educators interviewed saw principals primarily as fellow educators who also experienced changes, and who saw what was taking place inside and outside the classroom

(such as the curriculum changes that take place at schools). Educator-C stated, "I believe that my principal thinks that the professional development is important as he himself is the educator who experiences these changes." Therefore they have to motivate and encourage educators to develop themselves to keep up to date, while they themselves also have to embark on their own professional development to be able to cope in an ever-changing environment.

Educators also picked up on the fact that there were no, or at least very few, new teachers with fresh ideas. This is supported by what Educator-C said: "There is no intake of new educators. People must always be made ready through development to meet the new challenges." This lack of an intake of new educators made the professional development of existing staff all the more pressing, thus existing teachers must be made ready through professional development to meet the new challenges. The educators said that their principals encouraged them to try to develop themselves to keep up to date with new developments in curriculum and pedagogy. Educator-D said, "We must try to develop ourselves in terms of education. Even here at school we must always keep abreast." Educator-H suggested, "There are, in education these days, certain things that you cannot say you are perfect, so you need a development that is ongoing."

4.4 IS PROFESSIONAL DEVELOPMENT HAPPENING IN SCHOOLS?

All the principals interviewed claimed that professional development was indeed happening in their schools. Some said that a little of it was happening, while others claimed that they did it, and that the Department of Education is doing it, as are the educator unions. Given that it is one of the core competences of principals, it is highly likely that all principals know that they are expected to make an effort in this regard, and that their efforts will ultimately redound to their benefit through improved results and a happier, more productive staff. It goes without saying that as one of the core competencies of principals, these efforts should be taken into account in the evaluation of principals.

However, when investigating a little deeper it emerged that despite suggestions

to the contrary, even the most basic provisions of policy with regard to professional development were honoured more in the breach than in the observance. Three out of the eight principals confirmed that they did have timetables for Professional Development, but they were unable to show the researcher. Primary school Principal-A stated, "There is a school improvement plan which we have as well as a school development plan which we have at our school for that purpose (i.e. professional development)." Primary school Principal-C claimed that his school did implement the IQMS policy, but added that there was no standing timetable to indicate when this would be done, except for guidelines from the Department of Education: "We don't have a policy or timetable. IQMS has a policy but we don't have a standing policy". Four principals made it clear that they did not have a timetable or school policy for professional development. As one principal said: "I must be honest – we don't have it."

Five of the school principals interviewed acknowledged that there were no formal structures, as were required by the IQMS policy for professional development at their schools. Two principals claimed that at their schools they had structures, but that development at their schools took place on an *ad hoc* basis. Principal-F indicated that she and two other educators constituted the whole structure for professional development.

It is clear that in those schools that do not have structures for professional development; the School Management Team is fulfilling the role. Two of the schools have one staff member who has been allocated the responsibility of being IQMS co-ordinator, while in a third school, the deputy principal co-ordinates professional growth and development.

When the educators were interviewed on the issue of the structures, some accounts differed totally from those of their principals. Educator-A claimed that there is no structure in place for professional growth and development. Educator-B and Principal-B expressed different versions of reality on professional development. Educator-B claimed that the structure existed, but said that it was not functioning due to workload, while Principal-B said that there

was no structure, and that it was only one educator who was co-ordinating professional development. Post-primary Educator-F talked of “a professional team of staff members”, while the principal at the same school talked about the school management team as the structure for professional development: “The SMT when it goes to workshop, they change the way they manage because they monitor and have new strategies to monitor the work of the teachers, as well as we’ve got the sessions when we teach each other, cascading the information to the others”. On the other hand some educators confirmed what their principals said, corroborating the fact that there were no structures in place for professional development in their schools. As Educator-H said: “For now we don’t have a structure.”

Despite policy to the contrary, four principals continued to believe that professional development was the responsibility of the school management team, as they are officially responsible for personnel management. Principal-A said, “Personnel management is the responsibility of the school management team, including a teacher or two.” Principal-F concurred, saying, “One HOD and a senior teacher, that forms the SMT.” The principals made mention of the fact that school management is comprised of the principal, deputy principal, head of department and senior teachers. Sometimes, responsibility for professional development falls on the shoulders of a single person other than the principal. In some schools, the Deputy Principal is responsible for professional development, while in one school the IQMS Co-ordinator is responsible for the educators’ development.

Four educators confirmed that the school management team was responsible for professional development. One of them, Educator-C, said, “It’s the SMT together with the Principal.” Two educators stated that professional development was the responsibility of everybody on the teaching staff, while two educators suggested that it should be the responsibility of the school Principal in collaboration with the Department of Education. Educator-A said, “I may not say it’s the Principal, but I think it’s everybody’s duty.”

Significantly, only one school confirmed that it has a structure in place for

professional development. Principal-D said, “We have got a committee comprised of the HOD, one educator and myself, that’s our structure.”

Five educators clearly supported the idea that the structures are inefficient in their schools due to the workload that is caused by such factors as multi-grade teaching and the shortage of teachers. Others said that their schools have not even embarked on professional development due to various factors. Educator-H said, “I’m saying we are few educators. We have not embarked on that because there were teachers who were there, some have been leaving our school and some have died and the SMT disbanded and we have to make another SMT.”

It is clear that the provisions of IQMS policy, especially as it requires the existence of School Development Teams, are not in place, and where it is in place, it is not working. Principals are thus forced to implement their own versions of professional development for their staff, as they have neither the capacity nor the resources to put together a fully-fledged developmental programme for their educators.

4.5 STRATEGIES USED BY SCHOOL PRINCIPALS FOR PROFESSIONAL DEVELOPMENT AMONG THE STAFF

From the interviews with respondents it emerged that Keiskammahoek is an area which is very rural and very poor. Schools do not have the facilities necessary to carry professional development with ease. More significantly, schools do not have surplus funds that can make it easy for the school principals to hire an outside expert to come into their schools and hold workshops for professional development. In their schools, educators largely depend on Departmental officials (subject advisors) as outside experts, many of whom have no higher expertise than the educators they have to workshop.

There are 400 schools in the King Williamstown district, and subject advisors cannot visit every school on a regular basis to support or develop educators. Therefore the matter of professional development is left largely to the educator himself or herself, and to the principal. The context of Keiskammahoek makes it

difficult for school principals to do a great deal in terms of professional development, but they appear to be trying. Thus, in order to carry out their responsibilities, principals use a range of strategies to promote professional growth and development as far as possible.

4.5.1 PRINCIPALS DELEGATE DUTIES

One of the most frequently used strategies to develop staff professionally was delegation. The Batho Pele document defined delegation as “to entrust or commit, to send as delegate and to depute, which means to send as deputy. In simple language, to delegate is when one delegates a task to someone and remains responsible for ensuring that the person to whom one has delegated can perform the relevant task (Government Internal Consulting Services, 2003:64). Delegation can also be viewed as a manager’s way of developing subordinates (Evarard, Morris and Wilson, 2005).

Principal-D (primary school) said, “For the smooth running and for the development of the educators as well, I delegate quarterly returns. They are done by educators and I just verify them if they are right.” As a way of developing their educators, principals claimed that they delegate duties. As they say that they cannot work alone, they try to make sure that their subordinates benefit for the sake of the smooth running of the school, at the same time distributing the work evenly so that everybody participates in a range of educational activities. The principal of Primary School C said: “We delegate duties to develop each other.” The principals also indicated that they delegate duties, especially duties that will enhance teacher development and professionalism.

The principals suggested that delegating duties empowers teachers and makes them aware of what is expected of them when they become senior teachers or managers. The intention of the development programme for professional development is said to be professional growth. Principals appear to believe that it is their duty to prepare educators for their future in promotion posts, so exposure to the various areas of responsibility which are required of members

of the school management team is considered necessary. Principals further suggested that to delegate duties meant to develop each other, to learn from one another. Sharing activities assisted the school principal to understand the strengths and weaknesses of his or her staff; this could be a way of identifying areas for further development and exposure. Principals suggested that delegating duties was also a way of teaching staff to be more accountable and to be more responsible. It was, admittedly, also a way to share the work due to the heavy workload of the principal.

Seven educators supported what the principals said, confirming that duties were delegated at their schools. However, several claimed not to know why the duties were being delegated. Only one *educator* confirmed that it was done so that all educators could be developed and act more responsibly at their schools. Educator-F said, “The principal delegates duties so that we all can claim and own the school, and secondly it’s a way of grooming the teachers.” Educator-C confirms this tendency, saying, “The work is delegated; I think to prepare us for promotion posts and also for equipping us for the future.” It was seen as a way of grooming the educators for their future roles. The educators interviewed stated that duties like sport, entertainment, cultural discipline, extra-mural activities, and administrative work like supervising registers, summary registers and mark schedules are delegated to them. Educator-G said that his fellow educators did not always know why the Principal delegated duties, but mostly it seemed that duties were delegated to HODs. They claimed that there were subordinates with whom the work should start before it reached the Principal, and that this was part of delegating duties.

4.5.2 PRINCIPALS ASSIGN ADDITIONAL RESPONSIBILITIES TO EDUCATORS

All the principals interviewed claimed that they assigned additional responsibilities to educators, and involved them in activities which would not normally be part of their classroom duties. This was not the same as delegation in that these duties were not normally performed by the principal. Examples given included placing educators in charge of sporting or cultural activities, or health care or excursions. The principal of Primary School-A said, “We assign

additional responsibilities because the workload is enormous.” Principal-C (primary school) also said, “We do assign additional responsibilities among us. We have a teacher we used to call Health teacher to have an eye on the health aspects.” This was done to develop the educator concerned, but also because the workload of the SMT was enormous and they did this to share out the work. The principal of Post-primary School-E claimed that the reason for him assigning extra duties was “because the outcomes will reflect on me.” According to him, the successes and failures of his school reflected on his efficiency or his inefficiency, which was why he believed that he should involve his staff members in everything that was taking place at school.

Principal-D (primary school) also maintained that assigning additional responsibilities to educators was done due to the fact that the school management team members were too few in number (due to the sizes of their schools), and that educators had therefore to share the workload. They indicated that at their schools there are teachers who have been placed in charge of maintaining registers, and that some are looking after the well-being of the learners – in most schools there is an educator who takes care of sick or injured learners. In these schools such an educator is called a “health teacher”, as he or she is expected to monitor all aspects of the health of the learners. For example, Principal-C pointed out, “Whenever the learner got or took sick, maybe in class, we would refer the learner to that person, and its that person who liaises between the school and the local clinic whenever there is sickness.” This is especially so during health campaigns like vaccinations for measles. In most cases the “health teacher” has also been requested to assist in a programme called OVC (Orphaned and Vulnerable Children). Principals confirmed that there are health advisory committees (HACs) in their schools which include the health teacher, local community members (usually parents) and the local clinic sister, to deal with HIV and AIDS-related issues. The principals also reported that in their schools they have staff members responsible for nutrition. As Principal-D pointed out, “There are teachers who are responsible for nutrition and they are accountable for whatever happens to that nutrition.” Others claimed that educators were co-ordinating the IQMS. Principal-B said, “The person responsible is the educator who is co-ordinating

the IQMS because IQMS does happen here at our school.” In addition to sharing the workload, the aim of such assignments appeared to be also to give each educator experience – a chance to learn and develop professionally.

All the principals that were interviewed declared that they do follow-up with the persons to whom extra duties were assigned or delegated in different ways. They claimed that they do this with the purpose of assisting them and also allowing them to learn from their mistakes. Principal-G (post-primary school) stated, “I ... also allow them to learn from their mistakes. I give that particular person a chance to repeat. At the same time I make sure that there is sufficient time to complete.” They also said that they held educators accountable for what they were doing: Principal-H claimed, “I make follow-up to make sure the work has been done and how it has been done.” In addition, they are aware that the outcomes will reflect on them. Principals said that the educators had to report to their principals when they picked up a problem and then try to sort it out. They also mentioned that others had to report to a collective meeting. If educators were sent to a workshop, they claimed that they had to come back and report to the other educators on the staff in order to “cascade” the information. This was confirmed by the principal of primary school F when she said, “... we encourage each other to go to the workshop and come back and report to other teachers”. Principal-G (post-primary school) indicated that if problems were encountered, teachers were given a chance to repeat the work. At the same time he made sure that there was sufficient time to complete the work. If necessary, an additional staff member was deployed to assist. He added that since he wanted more from that person, he did not become aggressive.

Although seven educators concurred that the principals did follow up, three could not express themselves on *why* follow-up was being done and how it was being done. Others said that they had to give reports to their principals, and that they took this seriously – no-one had ever failed to do his or her work. As Educator-C said, “For follow-up, the people give reports to the Principal, and no-one has ever failed to do his or her own work.” They highlighted that when one made a mistake, the principals requested someone to assist them, making them work jointly, which they claimed enabled them to learn from their own mistakes.

Educator-F confirmed that their principal spent time to look at the tasks that were given to educators. He said, “For an example, the Principal remains behind, looking at the tasks that were given to people at school.” Educator-G claimed that he did not know what happened with the Heads of Department, but that the Principal did follow up on the work he had assigned to the educators. According to Educator-D, for any duty which was delegated to educators, they had to report to their immediate superiors, that is, the HODs, rather than the principal, saying that the subordinates of the school principal should monitor and evaluate the work.

4.5.3 PRINCIPALS DO COACHING AND MENTORING

As Van Niekerk states, mentoring is a way of supporting teachers to ensure that they acquire necessary knowledge and skills. Van Niekerk also agrees with Loock, Grobler and Mestry that mentoring creates a supportive learning environment where teachers can modify their current practices and get the opportunity to enhance their self-development (Van Niekerk, 2007:173; Loock *et al.*, 2006:41).

Seven of the principals interviewed claimed that they did mentoring and coaching in order to develop their staff, and only Principal-B (primary school) first asked the researcher to explain what mentoring is, before he declared that he was not doing coaching or mentoring at his school. Principals elaborated on the fact that they sat down and chatted with educators to find out where they experienced challenges in the fields they were busy with, problems encountered in the classrooms and sometimes at staff-meetings when a problem cropped up. Principal-E (post-primary school) suggested, “Mentoring is done like when a teacher encounters a challenge in the classroom. Besides giving tips, I go to the classroom and give a live example on how to control certain issues or how to manage. With the register, I do show them how to do the register and give them tips how to reduce errors on the register.” Principals suggested that they required the SMT to do coaching during class visits, should a problem be picked up. As the principal of Primary School D said, “We’ve got an SMT, and the SMT has got its duties. We do plan mentoring; we do go for class visits.” This was

seen to be an important part of professional development.

They claimed that mentoring and coaching were done in different ways. In some instances it was done on a one-on-one basis, where the principal sat and chatted confidentially with the educator. Sometimes coaching happened informally, in the form of a staff meeting where colleagues shared their experiences. Others claimed that they assigned certain individuals certain things to do, and instead of theorizing on how to perform these tasks, they gave educators somebody to help, delegating somebody to assist that particular educator along, ensuring that that person would learn from somebody else, but would still be able to claim the work he or she had done as his or her own programme. The principals also highlighted that when somebody encountered a problem or a challenge in the classroom, besides giving tips on the problem, most of the principals went to the classroom and gave a live demonstration, for example showing the educator how to fill in a register or giving him or her tips on how to reduce errors in the registers.

Principals believed that the SMT should have a planned programme for mentoring, starting with class visits, taking in learners' exercise books and test books to scrutinise the work, and doing any coaching or mentoring that might flow out of this exercise. Several times it was suggested that the SMT should meet as a group with all the teachers so that individuals would not be embarrassed or feel that "I'm not making it". Every teacher contributed effective things from their experience that could help a colleague who needed it.

For newly appointed teachers, Primary School D principal indicated that each and every such teacher should be assigned to an HOD and another educator, but also that they should be free to come and discuss any problem with the Principal. According to Post-primary School F's principal, teachers need a shoulder to lean on, and she adopted a personal approach to inducting new staff. It was also her practice to introduce the new teacher to the subject advisors, as this made her work easier when a problem was experienced:

Every teacher comes in, is my baby, that's the first thing – all their

needs, welcome the person to school, give the person a class and then the subject the person is going to take, then I go to each class to introduce the person, and then for every subject I make sure he/she has work schedule. This is where I start, this is your package, go to the clerk, the clerk is going to issue other books apart from the text books. Any problem, if there is something you don't understand with the subject come to me. Then I go to subject adviser, it makes the work easier for me.

Principal-G said that the aim of mentoring was to help the educators, to ease the workload and to change the atmosphere, making it conducive for educators to work. This all contributed to a professional environment where personal and professional growth was fostered and developed.

Four educators confirmed that mentoring was done in their schools as their principals were there to support their staff. One educator reported that this was the responsibility of the HOD's and SMT's, as they were the ones who did moderation, and therefore they should make recommendations if anyone needed assistance. One educator said that in his school every educator had to mentor fifteen learners to improve school attendance; then the principal mentors the educators when she detects that they have problems, and takes them under her wing.

Four educators indicated that no mentoring took place at their schools. One educator claimed: "Mentoring and coaching are not important to us because we are old." One educator commented that their principal never took any notice of their problems; it was only their fellow educators who always took notice if there was something unusual.

Despite the multiple roles the school principals had to play, most did provide pastoral care to the educators, as sometimes educators, like all other people, experience personal challenges that can affect their performance at school, which in turn can impact negatively on the achievement of the vision and the mission of the school. Most of the educators interviewed confirmed that their principals did give them individual attention, stating that the principals spoke to individual educators, engaging them about identified aspects that needed

improvement. In fact some of them claimed that their principals paid special attention to individual staff members by assisting them whenever they encountered problems. They suggested that teachers should be open to their principals, even on issues outside of the profession, citing that principals are able to detect the changes that take place in individual educators.

Two educators, however, claimed that their principals did *not* pay any attention to individual educators. Educator-G cited that their principal did not visit them when they were in class; the only people who came were members of the Development Support Group (DSG), since class visitation is a requirement for each and every educator, according to the IQMS policy. The DSG was usually accompanied by HODs. Educator-H stated that his principal did not do class visits due to the fact that he had a very heavy workload – he did not have time and the staff were very few, ensuring that the principal was always busy. Educator-H claimed, “No, there is no mentoring. [The Principal] never takes notice concerning the issues of the problems of the teachers; it’s only us teachers who take notice if there is something unusual.”

4.5.4 STUDY GROUPS AT SCHOOLS

Seven principals admitted that they did not have study groups in their schools. Some said that in their schools there were educators who were studying, furthering their studies in common fields, but added that they did not have a study group. In one case group meetings were an *ad hoc*, problem-solving affair: Principal-D said, “It’s a phase issue with us. We don’t stick to learning areas; we stick together as intermediate phase and senior phase, and do whatever is the problem together, and even after class visits because when we do a class visit most of us go to that class and see the problem there and then we thrash out whatever is a problem together.”

Van Deventer and Kruger hold that the importance of the study group lies in the interdependence, supportiveness and interaction which it brings about, where the members believe that they can succeed through interdependence and by establishing mutual aims, joint rewards, shared resources and assigned roles.

This also enables the group members to encourage and facilitate each others' efforts to achieve and to complete the task at hand. It is further suggested that proximity, which refers to physical distance and attraction, and to how one feels attracted to another, should be taken into consideration when forming such groups (Van Deventer and Kruger, 2010:190).

4.5.5 JOINT PLANNING AT SCHOOLS

Like Clark (2007:3), all the principals interviewed believed that thorough planning is important, as it is necessary to ensure effective and efficient schools. They also confirmed that they always encouraged joint planning by educators. Principal-C (primary school) claimed, "They plan as a team according to phases that we have – we have foundation phase, we have intermediate phase and one class for senior phase, that is grade seven – and they plan collectively according to those phases." Principals pointed out that while planning was done in their schools, there were lesson plans provided by the Department of Education. The Department of Education had issued the schools with lesson plans, policies, master portfolios and work schedules with pace-setters. Nevertheless, Principal-C and Principal-D (both primary schools) insisted that educators came together as phase educators – Foundation phase, Intermediate phase, Senior phase and FET band – and plan together in those phases. All the school principals interviewed commented that the lesson plans handed out by the Department of Education sometimes were not in accordance with the level of the educators or learners in their environment: as the principal of primary school D said, "They do plan because these lesson plans they don't fit to their context exactly, and they have to work on the lesson plans, checking them here and there". He mentioned that when the lesson plans from the Department of Education arrived, every educator was given his or her own package. Then they came back to report what they liked and disliked about them, discussing such points broadly. This, for instance, helped a newly-trained teacher who had experienced problems teaching two-dimensional figures. Three principals claimed that their educators planned individually, citing the fact that they were overloaded. They said that when they planned they sometimes also involved subject advisors so that they could assist the educators with pace-

setters. Principal-H claimed that at his school both collective and individual planning was done, depending on the learning areas.

Five out of eight of the educators supported what the principals said in terms of the lesson plans from the Department of Education. They commented that these lesson plans involved challenges; they were not immediately as useful as they were intended to be, and sometimes they were irrelevant and even unclear. They claimed that they came together as phase educators to make unclear aspects clear and understandable by drawing on the advice of people who were clear on those aspects. Educators confronted by a planning problem, discussed it as a group and tried to solve it together. If it proved to be beyond their knowledge, they went to seek help. Educator-C said, "We used to plan individually, but sometimes you are helped by your colleagues if you have a problem. But since the arrival of the lesson plans from the Department of Education, educators of a certain phase come together, as sometimes the lesson plans are not relevant and clear." Some educators claimed that planning jointly helped with integration, as they were supposed to be working through the same chapter when they were teaching. Educator-F suggested, "For integration we have to be in the same chapter when teaching, as we have planned together."

As far as the year plan for the whole school is concerned, Principal-G claimed that it was done through sub-committees in which educators played a dominant role. He said, "Yes, we plan the general school plan, where we plan activities for the school and we've got those plans created by the subcommittees." Educators A, B, D and F confirmed that such plans were developed jointly, even in extra-mural activities like sport, where educators were encouraged by the principals to work as a team so that everybody could own that activity and grow and develop in their chosen profession.

4.5.6 PRINCIPALS ENCOURAGE FURTHER STUDY

Seven principals interviewed claimed that they encouraged educators to study further. Only Principal-B (primary school) claimed that he did not encourage

further study (or educational tours – see p.97) as they were “distractions”. Two principals mentioned that they had educators enrolled at different institutions. Principal-A (primary school) had two educators who were studying through UNISA and the University of Fort Hare respectively, while Principal-F (post-primary school) claimed that two educators in her school had obtained their B.Ed.s since she arrived, and only one educator had only a diploma. This was not due to a lack of effort, but to the fact that the educator was seen as being stubborn as he refused when given a chance to study further.

Five of the principals said that their educators had not yet registered due to workload, time constraints and other activities, but that they all definitely encouraged further study as they believed it promoted professional growth and development. The reasons given by the principals for encouraging educators to study further were that through further study one keeps abreast of new ideas, new methodologies and all that builds a professional educator. Further study could also broaden their horizons. Only one principal claimed that he did not encourage further study.

The educators also corroborated what the principals had said concerning encouraging them to study further. As Educator-A said, “We had a teacher who was not qualified; the Principal encouraged the teacher to complete his studies.” Educator-C claimed, “Yes, the Principal encourages us to study further by allowing us to attend classes, but he makes sure that the time taken is paid back in another way.”

4.5.7 PRINCIPALS ENCOURAGE EDUCATORS TO ATTEND COURSES

Six educators claimed that their principals encouraged them to attend courses in order to develop them, so that they could face the new challenges of the education system, especially as the curriculum changed. Those courses were organised by NGOs, from the trade union federation COSATU to the Planned Parenthood Association of South Africa. These courses were not budgeted for by the schools involved in the study, and therefore they generally depended on the institution that had organised such a course for funding. Educator-H claimed

that they shared the resources they received from these courses with other educators. Principals encouraged them to attend by giving them time off to attend the courses. When they came back, time was given for them to report to the other educators.

Educator-F (post-primary school) confirmed this point: “Our principal encourages us to attend the course; she would even assist you with the fare for travelling to the place.” Most of the educators also said that after any course they had to report to their colleagues about what they had learnt in terms of new information. They claimed that their principals also encouraged them by making invitations available, visible and open. Educator-C (primary school) claimed that they were encouraged to attend courses, and said: “Our principal encourages us to attend when we are invited, by also making circulars and notices available to us.” Educators who attended the courses claimed that the Department of Education sent notices and circulars to the school principals, as it was the principals who were the liaison officers between the Department and the educators. When the school principals received the notices, they would call the educators to come together to decide who should go, but if it was short notice and urgent, the school principal had the necessary powers to decide who should go.

Other courses were organised by the Department of Education, which included courses on the NCS, on learning programmes, on work schedules and on lesson plans. The Department footed the bill for every course they organised. However, attendance of courses, and even availability of courses did not seem to be universal, as two educators claimed that they had never been invited to any course.

4.5.8 EDUCATORS ENCOURAGED TO REFLECT ON THEIR PRACTICE

Five principals claimed that they facilitated reflection at their schools. They reported that they met with their educators to examine practice and explain where the shortcomings were. The performance of the learners in tests and examinations provided a common starting point for picking up shortcomings or

problems. Principals said that after class visits, they also convened sessions where educators were encouraged to reflect on their work. Principal-B suggested, "Fortnightly we have to go and do class visits, then when I have paid a class visit, they reflect." They highlighted that simply proceeding with the next section of work without reflection did not assist learners or educators. Principal-C added: "I do encourage them to reflect on their work because going forward without stopping and looking back does not take anybody anywhere, and this OBE programme says assessment must be continuous. That on its own creates a platform for reflection."

The principals also stated that the structures of the NCS system encouraged reflection, especially where the integration of learning areas and learning programmes had taken place. Principal-C claimed that an educator or group of educators often assessed and looked back at how an activity was done, looked at why it had gone in a particular direction, and discussed what could be done to put it right. It was for these reasons that they encouraged such activity. Such activities were seen to promote professional growth and development, and a sense of collegiality. Principal-D and Principal-C felt that being part of the reflections was an important part of their success as managers, for it gave them a sense of individual educators' progress, evaluating where they were in terms of what was assigned to them and the problems they may have encountered. It also gave them the opportunity to be able to assist if an educator needed help. Principal-G also cited the need for a structured subject improvement plan which each and every teacher should have, in which they should reflect on their practices and chart a way forward.

Three school principals reported that they did not practise reflection in their school, with Principal-E admitting that he did not use it. However, he acknowledged, "Unfortunately that has not been in my mind. I have not done that, but it's important. I will think of that; I need to plan for reflection."

Four of the educators interviewed supported the view that reflection was practised in their schools.. They mentioned that self-reflection always helped them to see where their strengths and weaknesses lay. Through reporting to the

Principal, matters were driven to a head and one was forced to face that one might have been lacking in the classroom and decide on remedial action – like repeating the section of work. Those areas that were beyond the educator's power were taken on board by the Principal. Educator-F gave an example of a chapter which was unclear to him in the Life Sciences textbook. The topic included evolution, which was confusing to him. When this emerged at a reflection session, the Principal took a decision to invite somebody from another school to workshop his teachers. This happened through reflection, which gave the educator the opportunity to look for help from outside, from their cluster or from subject advisors, without feeling threatened or incompetent.

Four educators said that they did not practise reflection in a formal way, but Educator-A highlighted that they sometimes had informal discussions at school. Educator-H stated, "We have not done it; if it was done it could have been very significant as you were to see and know where you are lacking and where you are strong so that you can have room for improvement."

4.5.9 OTHER STRATEGIES USED BY THE PRINCIPALS TO ENCOURAGE PROFESSIONAL DEVELOPMENT

Six principals claimed that there were other things they did to encourage professional development. Principal-A used motivation for lifelong learning by suggesting to his educators that learning only stops when one dies, and therefore educators needed to continue developing themselves, as in our country we are entering changing times. Educators were encouraged by these principals to belong to organisations of their choice, and in those organisations there was often a degree of professional development, encouraging educators to expose themselves to workshops. Whatever type of workshop the Department of Education arranged or organised, the principals allowed them to attend, as well as allowing them to take part in projects organised by associations like KWTDAMSTE (the Association for Maths, Science and Technology Teachers in the District of King Williams Town and Kutloanong), and PROMATS, dealing with maths, science and technology for the post-primary school. They claimed that in different schools there were different

projects in areas such as reading and writing, where educators developed themselves and became knowledgeable in fields outside their teaching. Principal-D said, “You know we are in different projects here at school. ... This develops educators because they become knowledgeable of the fields that are outside of their teaching, say for instance, there is a project that we are going to prepare, its reading and writing.”

These principals also highlighted that the educators were encouraged to visit one another, and if one teacher knew a certain part of the work better than the others, he or she should help the others, and the educators could exchange ideas on how to develop each other. Principal-F stated, “We are few, we are DSG`s for each other, we must visit each other and then if somebody knows this part can help me, we always exchange our ideas on how to develop ourselves.” The principals also confirmed that they invited people from outside, for example, when they were busy with the IQMS. They said that they also looked for an expert within or among themselves who would be willing to help and develop other educators in things like e-learning and computers. Principal-F claimed, “We also have e-learning computers here at school for maths. There is somebody who is an expert on computers, who is willing to help, teach and develop educators.”

Principals of the post-primary schools indicated that they encouraged educators to mark matric papers, as this gave them exposure to what is expected, and to the responses they were supposed to give on their own papers, because those who marked matric papers came back with a much better idea of how to approach questions. They indicated that educators who had participated in matric marking, especially subject educators, received invaluable experience. They then came to know the appropriate standards of papers and how the learners were expected to respond to questions. The experience they got enhanced the school's results, as such experiences were brought back to the school in the form of learner support. There was an overwhelming concurrence from the side of the educators that the principals of the post-primary schools encouraged educators to go for matric marking that benefited the school. Rayners (2007:82) considers that the role of the educator is incomplete unless it

includes that of being a learner, which means that matric paper marking is also part of the educator's learning growth and development. As Educator-F said, "Marking is the way of getting to know the style of the examiner, what the examiner wants exactly from the memorandum, then when I come back to teach I know what the examiners want."

Five educators supported the view that the principals did other things to encourage professional development among educators. They believed that the principals encouraged professional development by giving them additional responsibilities like co-ordinating SPW (Student Partnership Worldwide) that deals with Life Orientation, HAC (Health Advisory Committee) and OVC (Orphan and Vulnerable Children), and by giving them administrative work to make sure that they knew different files for different purposes, which meant that they could help when the Principal was absent. And they also believed that such development was practised because teaching was dynamic and involved many changes; it was also done for promotion purposes. They also claimed that class visits mandated through IQMS were helping them. On the other hand, three educators responded negatively, commenting that there was nothing they could say, as there was nothing "additional" happening at their schools.

4.5.10 OTHER WAYS PRINCIPALS DO PROFESSIONAL DEVELOPMENT

Van Niekerk claims that the attitude of school principals on the capacitating of educators can motivate them to perform better in their teaching and learning (Van Niekerk, 2007:128). This idea would be supported by Principals A, B, D and F in this study, who claimed that they contributed efficiently and decisively to the professional development of their teaching staff by displaying a positive attitude towards their educators – working on the problems the educators brought to them, or on problems picked up by the principals themselves during class visits. Principal-A claimed that he kept notes and also used teachers' personal growth plans to promote discussion and further action. He claimed, "When a teacher does come with a problem or two and I pick it up myself when I visit classes, then I know what to do. I write down a few things, and also each teacher has a personal growth plan where they deal with these problems." The

principals also claimed that they went over problems which they picked up during IQMS assessments. They made it clear to their staff that if there was a problem which they could not solve, the educators should contact somebody to assist them. Three principals said that they had at times looked for an expert to workshop their staff. One principal suggested that one should identify somebody who can help one, and then one could assign duties to the one with the expertise to develop the others.

As Principal-B said, "... if the teacher's got a problem and I cannot understand how to solve the problem, I contact somebody to assist me." And Principal-C said, "The Principal is not an expert in all things, but must be able to identify within the staff who can help, or should look for assistance elsewhere." Several of the principals also put it clearly that as a principal, one is expected to be to be exemplary, modelling what you want people to do through your actions, for example, coming to school on time and leaving the school at times that are appropriate.

All the principals interviewed also said that they had different committees to whom they delegated, for example, responsibility for sport, cleaning the school, gate-closing and opening, evaluation and other duties that take place in the school. Such committees are comprised of teachers, and therefore the duties are carried out by the teachers. Delegation of duties shares of the workload, and makes educators participate in educational activities. The principals claimed that they also followed up to make sure that the work had been done, and to check how it had been done.

4.6 MOST PRINCIPALS DO NOT ENCOURAGE EDUCATIONAL TOURS

Interestingly, seven principals claimed that they did not undertake educational tours at their schools. Principal-F claimed that she had started by offering such tours to the learners at her school. They had visited Port Alfred and their tour was wonderful, but it did not work out as the educators were stubborn; not all of them turned up, and some did not see it as something worthwhile. Others were not willing to go at all. As a result, this principal had stopped offering tours,

claiming that teachers were not willing to change. Only one principal indicated that his educators did participate in supervising educational tours. They were planning to have another tour focusing on tourism, which would be hiking the mountain trail at Cata. Organising and managing a tour party was seen in this school (only one out of the eight studied) to be an excellent form of professional development for any educator.

4.7 CONCLUDING COMMENTS

Principal-C suggested that educators should also accept responsibility for their own professional growth and development, and develop *themselves* by whatever means possible, be it through external workshops, internal workshops, workshops organised by the Department of Education, or by any other body pertaining to their profession. However, the school principals interviewed clearly understood and accepted that the burden of professional development of their staff rested largely on their shoulders. Those shoulders are already carrying a heavy burden of responsibility, and that is why they use different strategies which they think can be very important for the development of the educators. They claimed that by delegating duties, assigning additional responsibilities, following up on the work they have assigned to the staff, planning together, and encouraging educators to study further, they were promoting the professional growth and development of their educators. They highlighted difficulties in implementing professional development (like educators not wanting to have study groups, and an inability to draw up a timetable and follow policy on professional development). But despite this, they persevered because they clearly all understood the benefits that would accrue to the learners. School principals are aware of the importance of reflection on work done and also of mentoring and coaching of the educators to grow and develop them.

Van Niekerk (2007:128) claims that the aim of every principal should be to lead and manage the school to achieve and maintain excellence in teaching and learning. Their subordinates confirmed that their principals were trying to do their best; for instance, Educator-F mentioned that his principal was doing her best to make sure that the educators on her staff were being developed professionally. This also showed that in general the educators were satisfied

with the endeavours made by their principals.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 COMMENTS ON THE FINDINGS

From the findings in Chapter Four, it is clear that although the school principals interviewed recognised that the professional development of their staff remained among their key responsibilities, they were unable to execute this mandate fully and effectively, and resorted to various, often less obvious, strategies in order to achieve professional development.

The findings seem to confirm that there is a problem with regard to multi-grade teaching. The interviewed teachers talked about the workload, and part of that workload, especially in the rural areas, was attributable to multi-grade teaching. Although this is one of the fields of development that urgently needs attention, it seems that little or nothing is being done to equip and develop teachers to deal with multi-grade teaching. Another problem in this regard is that teachers were not trained in multi-grade teaching during their initial training in tertiary institutions. As mentioned in the literature review, the core business of the teachers is classroom teaching, but multi-grade teaching appears to hinder the performance of teachers as they have to deal with two or more diverse grades at the same time, in the same classroom.

There is a clear indication that the Integrated Quality Management System (IQMS) is not working optimally, and that something must be done to ensure more effective development of staff at remote rural schools (see pp 78-79 above). The IQMS appears to be focused more on salary progression than it is on the development of educators. Structures in schools mandated by the IQMS system for professional development hardly exist, and where they do exist they are not effective in promoting the development of educators, as the committees lack ability and resources.

The Department of Education, NGOs or teacher unions are generally the only providers of training workshops available to school principals for professional

development purposes. However, the researcher's findings indicate that Department workshops are often brief and inadequate, and that what is taught in them is all too often not effectively used. Equally, there are few courses organised by NGOs being attended by educators in Keiskammahoek. School principals should always assist their teachers to attend such courses, as they are part of the development and professional growth.

The principals appear to be using delegation as devolution rather than true delegation. In addition, the aim of the delegation is not always communicated effectively to the person delegated, nor is there always effective follow-up and remediation. This sometimes renders null and void the effectiveness that delegation should have in developing educators. Instead, devolution of duties can breed resentment and disillusionment.

The literature review mentioned different fields in which teachers have to be trained and developed, fields such as dealing with behaviour and discipline, HIV/AIDS, administration and communication. The findings of this study indicate that some of these fields for development are not taken into consideration. Van Dyk, Nel and Leodolff (1992:148) write that professional development is often aimed at preparing employees for managerial posts within an organisation. If educators are not trained in these fields, knowledge, skills and attitudes will only be obtained "on the job", in an *ad hoc* manner. This means that there will be little scope for improvement in the productivity of schools as organisations.

In the literature review a number of different learning, development and motivation theories were cited as having a bearing on the professional development of teachers. For the success of professional development, these theories need to be given serious consideration in designing PD programmes. Thus professional development programmes should be well-planned in terms of starting where the majority of teachers are, being grounded in their common experience, and building their understanding and skill gradually and steadily towards more informed levels (cognitive development theory). Programmes should also be problem-centred and experiential, making maximum use of workshop formats, co-operative learning activities and role-play rather than

lectures (functional theory). Finally, principals planning PD programmes should keep in mind the motivation of the teachers they are targeting: their desire to exceed minimum standards of behaviour, their need to feel empowered as professionals, and their need to have a conscious goal, or goals, to strive for (Swanepoel *et al.*, 2010:328).

Encouraging FET educators to apply for SC examination marking, even though the opportunities may be used for financial enrichment, has the effect of developing and preparing the educators for the oncoming year, and boosting their general professional development. Educator-F stated, “I’ve gone for matric paper marking and let me be honest, we want the money, but you know, you mark the subjects that you are trained in and you are teaching.” Marking matric papers, as a result of the teachers coming into contact with officially-developed memoranda and collegial discussions, should help educators and develop them in the content of their learning area or subject.

Lesson planning in schools was being done, but on the whole very poorly, until the Department of Education issued lesson plans to make teaching and learning efficient and decisive at schools. Lesson plans issued by the Department of Education are sometimes said to be not very relevant, and therefore educators should always come together to look at them and adapt them so as to make them relevant to the learners. All the principals interviewed gave evidence that there was little or no group planning among educators in the schools – be it in study groups or in groups formed through a common interest in teaching and learning. However, there *is* some evidence of teamwork. Post-primary School F principal claimed, “It’s a phase issue with us, we don’t stick to learning areas, we stick together as Intermediate Phase and Senior Phase.”

It would appear that educators find it difficult to study further, and those that are interested in studying encounter barriers such as a heavy workload. Motivation to develop further takes place in a very limited way in all the schools. Even coaching and mentoring, which ought to be well-used approaches to professional development, are not flourishing in the schools at Keiskammahoek. Some of the educators claimed that they were “old” teachers and therefore that

they did not need coaching or mentoring.

Heystek (2000:172) suggests that qualifications cannot be regarded as the only indicator of the quality of educators, as factors such as conscientiousness, experience, managerial competence, talent and training contribute to the forming of a good teacher (Heystek, 2000:172). This means that educators need to be developed in different fields within the teaching profession. What came out of the study conducted by Heystek is that it is not the school with the best physical resources that has the best results or highest standards, but the schools that have motivated, effective *and* qualified educators (Heystek, 2000:170). This is something that principals would be well-served to remember.

It has also been evident during this study, like many others, that schools in the rural areas are encountering problems of poor infrastructure such as inadequate buildings, lack of equipment and a shortage of educators. Rayners claimed that the school can be regarded as the fundamental place for educational action, and therefore the parents are expecting their children to be taught at school, regardless of the number of the educators within that institution (Rayners, 2007:158). Heystek suggests that the schools should always maintain the number of learners enrolled, and that means that high standards and good results are of the utmost importance (Heystek, 2000:171). All the above indicate that the schools that have the best results are the schools that are more likely to have quality educators, which emphasizes that human resource development in schools is a priority. Professional development must be explicit and not implicit; it must be clear that it is aimed at developing educators for their professional growth.

As mentioned in the literature review, it is the role of the principal as the instructional leader to see to it that teaching and learning is taking place in his/her school. This study found that attendance of various courses was encouraged by several of the principals (non-attendance was mentioned in only two sites). Courses can be used to assist teachers who lack current skills and knowledge to avoid obsolescence and maintain effective performance (Van Dyk et al., 1992:148). Heystek (2008:162) suggests that development and training

activities should be seen as vehicles that can take a person from one level of performance to a higher level, contributing to an improvement in the productivity of the organisation. He also tells us (*ibid.*:163) that by undergoing professional development, educators acquire skills and knowledge that signal their potential for increased productivity, and their readiness to advance in careers.

It is vital to connect professional development theories, practices and learning outcomes as professional development enables educators to offer teachers learning opportunities that will prepare them to meet world class standards in given content areas (American Federation of Teachers, 2002:4). If the existing ideas of educators are not taken into consideration and engaged as part of professional learning programmes, teachers are likely to dismiss and ignore new strategies as unrealistic and inappropriate. It is therefore important to engage theories in the course of professional development, and these theories should always be integrated with practices (Timperly, 2007:18).

5.2 RECOMMENDATIONS TO SCHOOL PRINCIPALS

5.2.1 WORKSHOPS

Workshops should be held regularly at schools to develop educators in skills, knowledge and experience. All the participants agreed that workshops are currently the only means used by the Department of Education to develop educators. Principals using such workshops as part of their strategies for professional development have to decide which educators to send. On their return, these educators are simply expected to “cascade” the information to the other educators. These workshops are faced with limitations which are a lack of budget, lack of people with expertise, and poor resources. It is therefore recommended that school principals try to ensure that they organise the necessary resources, or as many resources as possible, for any workshop they are going to have. Workshops which are essentially lectures, which rely on boring and oft-repeated “strategies”, or which fail on account of under-resourcing of one sort or another (whether it be a lack of materials, well-prepared facilitators, functional equipment, or a decent venue) may be worse than no workshops at all, especially as they often take educators away from

teaching or preparation.

5.2.2 PLANNING

There is a clear need for democratic, shared and consultative planning for professional development. Mkhwanazi (2007) regards professional development as an opportunity for providing fertile ground and an opportunity for professional growth – when it is well-planned. The data obtained showed that there were no proper plans at schools for professional development. Planning must be a priority in every school. There must be an annual action plan for the school in which all activities that will take place at school are incorporated, and it must, without fail, include a professional development plan for the educators.

5.2.3 DELEGATION

Delegation of duties should not only be practised in order to “grow” educators for administrative work; it must also be practised in order to develop educators and prepare them to be better all-round teachers in the classroom. That can easily be done when the emphasis in workshops and in delegation is on pedagogic and academic matters in the classroom.

School principals remain the driving force for professional development, and a great deal is expected of them. As we have seen, Mkhwanazi (2007:60) suggests that delegation of duties should not be seen as an abrogation of responsibilities. Principals should delegate both administrative and curriculum-related tasks to increase experience and expertise. Educators are responsible for curriculum delivery. The educators should be kept abreast of all the changes that are taking place in their schools in order to be developed professionally. Delegation can be one of the strategies that can expose educators to different aspects of running schools, but it cannot be fruitful if the *aim* of the delegation is not openly shared with the individual concerned. The reasons need to be clearly communicated. The main objective of delegation should always be to improve organisational effectiveness and service delivery (Government Internal Consulting Services, 2003), and not to shed duties.

The Batho Pele handbook advises that principals must not confuse delegation with devolution, as devolution means the handing over of power, authority and responsibilities. Delegation means entrusting, committing the responsibility for some activity to a subordinate, but not abdicating responsibility (Department of Public Service and Administration, 2003). Delegation of duties should be considered as a learning opportunity for both the delegator and the delegatee. The Batho Pele handbook advises that the one who has delegated a duty or task should also monitor whether the work has been done according to the agreed plan, and feedback should follow. The one delegator should still retain final accountability for the task delegated, as delegation is not abdication of the duty.

5.2.4 INSTRUCTIONAL LEADERSHIP

The school principal has a role of instructional leader, especially in smaller schools with smaller staff complements. S/he has to focus on building a community of learners (among the educators), sharing decision-making, supporting ongoing professional development and creating a climate of integrity, inquiry and continuous improvement. For any school to be effective, the school principal has to be effective (Kruger and Van Deventer; 2010:247). The school principal has to influence teaching and learning by using previous and current history pertaining to development, which means that he should know whether professional growth has been happening or is happening at his school. Kruger and Venter (2010:247) suggest that there are three ways in which the school principal can influence his subordinates as instructional leader. These are:

- Direct effects—where the actions of the instructional leader influence the outcomes of the school.
- Indirect effects—where the instructional leader affects the outcomes indirectly through other variables.
- Reciprocal effects—where the instructional leader affects the teachers and the teachers in their turn affect the leader.

The effective leader should work particularly on his/her indirect influence, which means that strategies and processes that can influence subordinates should

constantly be utilised. Dishumeleni Educational Consultancy (2008) suggests that it is the core function of the school manager to foster a climate of continual growth and development among staff.

5.2.5 FACILITATOR

Dishumeleni Educational Consultancy (2008:5-4) describes the facilitator as a leader with outstanding human relations skills that include the ability to build individual relationships with parents, teachers and learners, and to build a collaborative team with staff members and the school-wide community. The facilitator has to contribute to the development of the educators by encouraging and contributing to the success of the others. It is therefore very important for the school principal to facilitate professional development by using all the necessary skills and strategies he or she can muster for the benefit of the school community.

5.2.6 PROMOTER

The school principal should be the one who promotes professional development in his or her school as a means of bringing about change. Rayners (2006:170) suggests that school leaders have to stimulate and promote the vision and mission of the school, and therefore he or she should incorporate professional development in the agenda and plan of the school. S/he should also develop a comprehensive approach for the professional development of the staff members, which will promote teaching and learning and bring harmony of purpose to the school. Rayners suggests that educational outcomes are very important, which means that they have to play a prominent part in the process of developing educators.

School principals should support the initiatives and endeavours of the teachers. It should be the key objective of the school leader to promote professional development at his or her school. For authentic development, the school vision must be realised and the professional effects of professional development must be recognised. Rayners (2006:167) suggests that to promote professional development, the school principal must have a clear picture of the future of the

school he or she wants to create, and of its destination.

5.2.7 MODELLING

Prinsloo (2010:134) suggests that modelling is about the power of example. Teachers usually believe that they must set an example that will be followed by their learners. Teachers are also likely to watch closely what the leaders do to test whether the leaders “practise what they preach”. Successful leaders always keep in mind that they must set an example whereby their actions will influence the behaviour of subordinates (Prinsloo; 2010:134). They should always be aware that they are “on stage”, and that if they are “on show” they must be aware of the fact that there is an audience watching them.

Rayners (2006:90) suggests that it is very important for educational leaders to take care of their visibility, ensuring that their words and deeds bring harmony to their working environment rather than discord. This means that the words and actions of the leader can influence subordinates to become more effective (or ineffective) in their profession. Rayners also suggests that school principals in particular should lead by example. In affluent schools they may be able to hire somebody for professional development, but in rural areas principals should take the responsibility themselves.

5.2.8 PUTTING STRUCTURES IN PLACE

Five of the eight principals interviewed claimed that they have structures in their schools for professional development, but the researcher found that they generally meant the SMT when they talked about such structures. This is a dangerous situation, as the role of the SMT is closely associated with the “old” dispensation in which merit awards and evaluation of teachers were fraught with corruption and nepotism. This showed up when the educators were asked for their views on the structures. The educators described the structures as indecisive and inefficient. Some of the schools did not even have such a structure in place, and everything was dependent on the principal.

Rayners (2007) suggests that in schools where people are being developed,

structure is of utmost importance. She also suggests that structures should be efficient, decisive and effective (Rayners, 2007:49). Mkhwanazi cites the distinctive role of such structures in supporting struggling educators, in sending educators to workshops and liaising with the school development team (Mkhwanazi, 2007:52). This is supported by McCaw, who suggests that professional development requires a professional planning committee that will take the initiative on all the programmes pertaining to professional development. There absolutely must be proper planning for professional development.

Principals would be wise to ensure that the structures envisaged by policy are put in place. Van Deventer and Kruger (2010:212) suggest that the structure should be known as a staff development team, with the duty of co-ordinating and monitoring the process of appraisal that will be linked to the development of the whole institution, including the staff, and also with the duty of facilitating the ongoing professional support of the teachers. The structure will also design the programme for professional development, which will be comprised of development outcomes, activities, the organisation of the resources needed for appraisal, the development of the teachers, and lastly the setting of suitable dates for the implementation of the programme. For the success of the staff professional development programme, school principals have to see to it that they have a programme that can be followed throughout the year, as staff development needs to be continuous.

5.3 RECOMMENDATIONS ON THE IQMS

As previously indicated, the IQMS structures are not working well, or at all, in many rural schools – this also means that the IQMS is not being properly implemented in many schools. The IQMS must be well planned. It is the programme aimed at improving the quality of educators, brought about by the Department of Education and accepted by all the teacher unions in our country; thus it *should* enjoy a high degree of legitimacy. It is the nationally-mandated instrument intended to improve teacher performance and teacher development. This research study indicates that the IQMS still needs to be effectively implemented in all schools, and that in many cases the structures for

implementing the IQMS still need to be put in place or rendered operative.

It is very important for school principals to understand that the aim of the IQMS is to improve the quality of education, the teaching and learning. The IQMS allows educators to be in control of their own development, and to assess themselves and be assessed by their peers. It also allows educators to reflect on their work and development.

5.4 WORKING IN GROUPS

Group-based professional development in schools must be encouraged, as it helps educators to share their knowledge, and promotes the possibility of individual teachers being assisted by their peers in developing skills and appropriate attitudes. The Department of Education has issued lesson plans, which are sometimes not relevant to the level of the learners, and educators must come together in trying to adapt them for their own classes. For such work it is advantageous to have groups, as co-operation, motivation, support and trust can be generated within a group situation. The members may also share information, which can boost the morale of the group members. The aim of grouping educators is to obtain better results and greater job satisfaction (Van Deventer, 2010:192).

5.5 MENTORING AND COACHING

A variety of strategies should be used for the in-service professional development of educators, including mentoring and coaching. Looock, Grobblor and Mestry (2006) suggest that professional mentorship is based on the principle that for people to be developed, they need the support of others. This also means that mentoring goes with coaching as the most valuable means to promote development (Looock, Grobblor and Mestry, 2006). Bush and Middlewood (2005:158) claim that mentoring and coaching should be used especially for newly-appointed educators, and for educators who lack the skills and practices that are relevant for teaching and learning. Mentoring and coaching should be practised at school, regardless of the age and experience of the particular educator, but they should be aimed at supporting the educator

and ensuring that the necessary skills and knowledge are acquired.

5.7 RECOMMENDATIONS TO THE DEPARTMENT OF EDUCATION

The Department of Education should invest in education by providing for the continuous development of educators through life-long programmes (Mkhwanazi, 2007:59). A well-planned programme that is well-funded should be organised by the Department to assist educators. Such programmes will ease work tension and frustration on the part of school principals, as much of the work will be done by the Department of Education. The area where these principals are working is rural, and rural schools generally do not have many resources such as adequate buildings, or enough funds to carry out such programmes; however, school principals have to see to it that something worthwhile is happening in their schools. Centres created by the Department would be able to assist educators to receive the sort of proper training that prepares them to meet the many educational changes they encounter. The Department of Education should also make bursaries available that can assist those who should be capacitated through further formal study.

Teachers also complained about the workload which is the result of the shortage of educators. This shortage is one of the reasons why educators have to teach more than one grade in the same classroom. The Department of Education has to budget for the training and capacitating of teachers to deal with multi-grade teaching, which will enhance the teaching and learning in the poor and disadvantaged areas.

5.7 CONCLUDING COMMENTS

The literature reviewed in this study shows that staff development is effective when it is a continuous process that entails appropriate training, follow-up that is supportive, feed-back dialogue, mentoring and peer coaching. For staff development to be successful, it depends on internal factors such as effective leadership and collaboration (Steyn, 2005:48).

The recommendations made above are aimed at persuading principals in

schools to take the initiative in creating the right climate in their schools – a climate that would be conducive for introducing professional development aimed at improving teaching and learning. In his closing address to the 2009 Teacher Development Summit, the Minister of Higher Education, Dr Blade Nzimande, raised the question of whether the teacher training colleges should be re-opened (ELRC Working Document, 2009). There were reasons that led to the closure of these colleges, but re-opening at least some of them as institutions that could be utilised as upgrading centres to develop educators' knowledge, skills and teaching approaches may be part of an answer to the current dearth of professional development.

School principals could also take advantage of the existence of schools that have adequate resources by twinning with such schools. Twinning would assist in the provision of professional growth and development, as the educators of such schools could share what they have and know. Principals should treat professional development as an ongoing process that provides training, learning and support activities for the educators. In places where there are very limited resources, principals should come together and work together as teams which could work effectively in developing their staff members. They have to work together if they are to secure the services of experts in staff development.

If indeed the South African Council of Educators (SACE) is to succeed with its ambitious plans to have a points system which will require educators to undertake a certain number of professional development courses in a three-year cycle, cognisance will have to be taken of the factors that have hindered the successful implementation of previous professional development initiatives, and of the role played by school principals.

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APPENDIX A: RESEARCH PERMISSION



DEPARTMENT OF EDUCATION

OFFICE OF THE SUPERINTENDENT-GENERAL

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3 May 2010

Rev. Mputumi Kebeni
P O Box 1
ST MATTHEWS
5601

Dear Rev Kebeni

**PERMISSION TO UNDERTAKE RESEARCH: AN
INVESTIGATION OF STRATEGIES USED BY SCHOOL
PRINCIPALS IN PROMOTING PROFESSIONAL
DEVELOPMENT AMONG THE STAFF IN THE KEISKAMAHOEK
AREA**

1. Thank you for your complete application to undertake research in the Department of Education in the Eastern Cape of 29 April 2010.
2. Your application to conduct the above mentioned research in the Eastern Cape with only one educator and one school principal in the 4 Primary and 4 Secondary schools in King Williams Town education district, as mentioned in your application, is approved on condition that:
 - A. there will be no financial implications for the Department;
 - B. institutions and respondents must not be identifiable in any way from the results of the investigation;
 - C. you present a copy of the written approval of the Eastern Cape Department of Education (ECDoE) to the District Directors before any research is undertaken at any institutions within that particular district;
 - D. you will make all the arrangements concerning your

research;

- E. the research may not be conducted during official contact time, as educators' programmes should not be interrupted;
- F. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to the Director: Strategic Planning Policy Research and Secretarial Services;
- G. the research may not be conducted during the fourth school term, except in cases where the ECDoE deems it necessary to undertake research at schools during that period. Such a request will have to be evaluated and determined by the Chief Director: Strategic Management Monitoring and Evaluation;
- H. your research will be limited to those schools or institutions for which approval has been granted;
- I. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard and electronic format. This must be accompanied by a separate synopsis (maximum 2 - 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis. This must also be in an electronic format.
- J. you are requested to provide the above to the Director: The Strategic Planning Policy Research and Secretarial Services upon completion of your research.
- K. you comply with all the requirements as completed in the Research Policy duly completed by you.
- I. you comply with your ethical undertaking (commitment form).

The Department wishes you well in your undertaking. You are most welcome to contact the Director for Strategic Planning Policy Research and Secretariat Services Dr. Annetia Heckroodt on 043 702 7430 or mobile number 083 271 0715 should you need any assistance.

APPENDIX B: INTERVIEW QUESTIONS

PRINCIPALS' QUESTIONS

PERSONAL DETAILS

1. Can you please tell me who you are?
2. For how long have you been the principal of this school?
3. Where were you trained?
4. What are your qualifications?

SCHOOL BACKGROUND

5. What is the name of this school? What kind of school is it?
6. What is the enrolment?
7. How many educators are there at your school?
8. Do you believe the professional growth and development of educators is important? Please explain.
9. Is professional development happening in your school?

STRUCTURES

10. How is professional development done at your school?
11. Who is responsible for the professional development in your school?
12. Is there a structure in place for the professional development?
13. Is the structure working or not working and please elaborate on your answer?
14. What is the role of the structure for the professional development?

STRATEGIES

15. How do you contribute to professional development at your school?
16. Do you delegate duties at your school? Why do you do this? Please give examples.
17. Do you assign additional responsibility to educators? Why do you do this? Could you please give examples?

15. Do you follow up with the person to whom you have delegated duties to assist them, or do you allow them to learn from their own mistakes?
16. Is there a study group at your school? Can you please elaborate?
17. How do educators plan at your school? Please explain.
18. Do you, as the Principal, encourage further study and educational tours for educators? Please explain and give examples.
19. How do you, as Principal, mentor and coach your staff members? Please give Examples.
23. Do you, as Principal, encourage educators to reflect on their work? Please give examples.
24. Is there a timetable and policy for professional development at your school?
25. Is there anything else you, as principal, do to encourage the professional development of educators? Please explain.

Thank you very much for your time. Your responses will be treated confidentially and you will not be identified by name.
--

EDUCATORS' QUESTIONS

PERSONAL DETAILS

1. What is your name?
2. How long have you been teaching at this school?
3. Where were you trained?
4. What are your qualifications?
5. What is your position in the school?

SCHOOL BACKGROUND

6. What is the name of your school?
7. Type of school? (High/Primary/Combined/Urban/Rural/Large/small)?

STRUCTURES

8. Do you believe that Professional Development is important for educators? Please elaborate.
9. Do you believe your principal thinks that Professional Development is important for educators? Please explain why you think this.
10. What has your personal experience of professional development been? Have you for example been encouraged to:
 - i. Attend workshops run by the Department or the union or an NGO?
 - ii. Participate in a study group?
 - iii. Attend a course at university or Leadership Institute?
 - iv. Plan your work jointly with other educators?
 - v. Mark matric papers?
11. Is there a structure in place for professional development at your school?
12. Is the structure for professional development working or not working at your school and can you please elaborate on your answer?
13. Who do you think is responsible for the professional development at your school?
14. How is the structure assisting the school principal in professional development at school?
15. Is there a timetable and policy in place for professional development in your school?
16. What are the roles of the structure for professional development at your school?

17. How is it working here?

STRATEGIES

18. What role does the principal play in professional development in your school?
19. Does the principal delegate duties to others to encourage their development?
20. Does s/he follow up with the person to whom extra duties were allocated to assist them or just leave them alone to learn from their own mistakes?
21. Does the principal encourage educators to study further? How does s/he do this?
22. Does the principal encourage educators to mark matric papers?
23. Does the principal encourage educators to attend courses? How does s/he do this?
24. Does the principal allow or encourage educators to work in a study group?
25. Is there a study group at your school? Is it working?
26. Does the principal insist or encourage educators to plan their work together? If so, how? If not, why do you think so?
27. How is special attention paid to individual staff member who needs professional development?
28. Does the principal take educators “under his/her wing” and guide and mentor them?
29. Are educators encouraged to reflect on their practice? Are you encouraged to think about what you are doing and why and how you might improve it?
30. Is there anything else your principal does to encourage the professional development of educators? Please explain.

Thank you very much for your time. Your responses will be treated confidentially and you will not be identified by name.
--

APPENDIX C: INTERVIEW SCHEDULE

NAME OF SCHOOL	DAY	DATE
Douglas Ross	Monday	24-05-2010
St Matthews Primary	Tuesday	25-05-2010
Upper Gxulu	Wednesday	26-05-2010
Ezingcuka Primary	Thursday	27-05-2010
Geju High School	Monday	31-05-2010
Burnshill High School	Tuesday	01-07-2010
Tshwete High School	Wednesday	13-07-2010
Pakamisani High School	Thursday	14-07-2010

Prof. RH Nengwekhulu
ACTING SUPERINTENDENT-GENERAL