THE ROLE OF THE SCHOOL MANAGEMENT TEAM (SMT) IN LEADING PROFESSIONAL DEVELOPMENT FOR THE INTRODUCTION OF FURTHER EDUCATION AND TRAINING (FET) CURRICULUM IN THREE SCHOOLS IN THE PINETOWN DISTRICT

By

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DECLARATION

I declare that this dissertation is my own work. It is being submitted for the Degree of Masters' of Education in the University of KwaZulu-Natal. It has not been submitted before for any examination in any university

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...14th....day of ....APRIL.........2008

DEDICATION

This dissertation is especially dedicated to my late mother Buselaphi Mirriam Goqo for her inspiration from childhood to date. I also dedicate it to my late husband Mmeli Selby Mkhwanazi for his underlying support since we met and his continued trust and for instilling in me the will to unleash my fullest potential. To my two wonderful daughters, my eldest Sinenhlanhla Jabulile for her continued patience and endless hours she put in typing this work and last but not least, my youngest Nompilo Ntombifuthi for being so understanding and supportive during my studies. Thank You.

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ABSTRACT

The coming into being of a democratic South Africa in 1994 has resulted in many changes in the education system. Many changes in the education system have taken place in the area of curriculum and management of schools. These have reversed all changes that had been implemented since the introduction of Bantu Education in 1953. Among the new changes is the introduction of the Further Education Training curriculum. A qualitative research was undertaken whose purpose was to develop a better understanding of the SMT in relation to their roles in facilitating the introduction of FET curriculum in schools. This study was undertaken among 3 secondary schools in Pinetown District. Purposive sampling procedures were used to select schools. Factors used for selection were schools geographical contexts such as urban, township and rural settlement. Three schools participated. The following stakeholders were identified and participated in each school; principals, deputy-principals, Heads of Department and post level one educators. There were three participants from each school. A rich qualitative data was produced through semi-structured interviews.

The SMT interviewed members believe that no stakeholder within schools participated in the interviews ready for the FET curriculum implementation. SMTs do not understand it; thus they have not built capacity among educators; SMTs do not attend the FET workshops but SMTs send educators and educators who attend do not provide feed back to SMTs; SMTs do not hold workshops within schools; educators know more about the FET curriculum than SMTs, yet they are supposed to monitor its implementation; the cascade model used by the Department of Education is ineffective. The Department needs to monitor the implementation of training provided at these workshops.

x

LIST OF TABLES

Table   **Page**

LIST OF ACRONYMS AND ABBREVIATIONS

DoE	**Department of Education**
FET	**Further Education and Training**
FETC	**Further Education and Training Certificate**
GET	**General Education and Training**
NCS	**National Curriculum Statement**
NQF	**National Qualification Framework**
NEPA	**National Education Policy Act**
OBE	**Outcomes Based Education**
PDE	**Provincial Departments of Education**
SASA	**South African Schools Act**
SADTU	**South African Teachers union**
SAQA	**South African Qualifications Authority**
SDT	**School Development Team**

LIST OF APPENDICES

CHAPTER 1

INTRODUCTION AND ORIENTATION

1.1 Introduction

The change in education system can be traced as far back as the 19th century when John Dewey (1859-1952) rejected the theory of teaching that positioned the student as a passive receptacle of intellectual development (Dewey, 1920). In 1934, Vygotsky highlighted the issues of human intellectual development (Vygotsky, 1934), whiles Paulo Freire (1985) looked at the independent problem solving, (Freire, 1985). While the above mentioned scholars seem to have focused on learning processes by individuals, it is evident that their academic contributions clearly demonstrate a shift in thinking about education. Within the context of South Africa many changes have been brought about in the education system since the democratic elections of 1994. Many of these changes were structural in nature;; that is, changing the organisational, management and administrative structures in order to reflect new realities of a democratic dispensation. These changes were meant to reverse apartheid policies that had gradually been implemented since 1953 when Bantu Education was introduced. Organisationally it means that school principals were no longer going to manage schools alone as they did before, but that management functions and activities were going to be shared by the School Management Team (SMT). This team comprises the principal, deputy-principals and heads of department. If the school is small the post of deputy-principal does not exist, and the SMT composition is limited to the principal and heads of departments. However, if the enrolment of the school improves the school can end up having not just one but two posts of deputy-principal.

The restructured education system has brought an end to the different Departments of Education into one integrated Department of Education (DoE), and nine Provincial

Departments of Education (PDE) which strive towards building an equitable, and high quality education system for all citizens, with a common culture of disciplined commitment to learning and teaching (Government Gazette No 16312 of 1995). The period after 1994 has seen the new (DoE) developing new transformational policies which are in line with the vision of the new democratically elected government in South Africa. Some of the transformational policies that have been put in place include the South African Schools Act (No 84 of 1996); the National Qualification Framework (NQF); Curriculum 2005 and later the National Curriculum Statement (NCS) to name just a few. The National Qualification Framework provides the structure for the new curriculum in South Africa and this framework is the key element in the transformation agendas of the two sectors, namely, education and labour. The implementation of the NQF is intended to achieve a balanced and effective response to both globalisation and democratisation demands (Department of Education & Labour 2001). Thus the NQF desires to take on an integrated approach to education and training in formal learning institutions and in the workplace.

The National Curriculum Statement (NCS) represents a policy statement for learning and teaching in schools located in the Further Education and Training band. The NCS aims to replace a Résumé of Instructional Programmes in Schools, (Report 550 of 2001). This is a document that prescribes how on the curriculum in Grades ten to twelve should look like. Thus the NCS is intended to ensure that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives. The School Management Teams are expected to play a pivotal role in facilitating capacity building among their teaching staff so that they are able to implement the new curriculum in Grades ten to twelve. For this capacity building exercise to occur and flourish, the SMTs need to be conversant with all dimensions and intricacies of the new curriculum. The main challenge facing policy implementers like the SMTs, and which is the main focus of this study is captured in the following questions; are the SMTs capacitated to facilitate capacity building among their staff members? Are they in a position to implement the new curriculum? Do these SMTs understand their roles, functions and responsibilities in preparing educators for the new curriculum? Have they done anything to prepare themselves and educators for the

implementation of the new curriculum? These are some of the questions that this study explores with a view to better understand how School Management Teams are coping with the changes that are continuously been introduced in the education system.

1.2 Background and motivation to the study to be undertaken

The advent of democracy in South Africa has brought with it some confusion and uncertainties especially with regards to teacher training institutions. Some of this confusion can be seen in the restructuring and reconfiguration of educator education. Although this study is not about teacher education or higher education *per se,* those focus areas are pertinent to this study because secondary school education provides a link between Senior Phase and Higher education. The FET Phase provides learning and training from the NQF levels two to four. those levels are equivalent of grades ten to twelve in the school system, and from there onwards, there is no clear direction that connects to higher education. Further Education and Training Certificate (FETC) General Vocational and FETC Trade Occupational, on NQF levels two to four in FET colleges. One would wonder what is the difference between the old order where a learner would go from grade one to twelve and all the new changes does not mean any structural changes.

Learners enter the Further Education and Training band after completing the compulsory phase of education in Grade nine, or via the Adult Basic Education and Training (ABET) route. This study therefore purports an argument for the need to develop better theoretical understandings from the current innovations underway and placing the onus on intervening agencies to better inform educational change strategies through the interrogation of the *status quo* of SMTs' readiness to face challenges posed by the implementation of the FET band. This study therefore comes from the premise that the DoE is failing to coordinate and manage curriculum change. The roll out of the Revised National Curriculum Statements and the new Further Education and Training curriculum has been slow and its coordination is questionable. Implementation dates change as the underlying lack of planning is exposed. In the case of the FET this has meant that the

learners who were geared on Outcomes Based Education (Curriculum 2005) had to revert the traditional curriculum espoused in the Report 550 of 2001 in order for them to complete their schooling. The latest date for the new FET curriculum is January 2006 (South African Democratic Teachers Union, 2003).

Many changes have taken place in the curriculum and within management of schools, therefore for the staff to be able to cope with these changes there should be professional development for the improvement of educators. Hopkins, Ainscow and West (1994) see the school as the heart of educational changes and that it should be equipped to manage change effectively so that it can become a learning organisation. What is common about change is that it is implemented and monitored by people, (Fullan 1991 & 1993). The SMT is expected to be at the core of conducting developmental meetings to this effect. Some authors such as Fullan (1991 & 1993); Steigebuaer (1991); Steyn and van Niekerk (2002) believe that it is crucial for the people to have insights about programmes. These authors argue that what? *per se*, will not bring about meaningful change, but that it is the people in the education system that will. Within the context of this study, the concept 'people' refers to both the SMT and educators.

Educators are expected to implement the new curriculum and the SMT members are expected to provide clarity, support and also to monitor the process of curriculum implementation. Thus educators are the ones to be professionally developed in order to cope with changes in the education system. The SMT will only succeed if the educators are competent. The new dispensation regards educators as key contributors to educational transformation in South Africa.

Hendrik, (2004) confirmed in his study that 89 percent of management (Principals) do not have capacity of leading schools and 90 percent need development (Hendrik,2004). Teacher unions such as SADTU and NAPTOSA also concurred that educator development is an important concern as there are so many changes that are taking place in education. If the SMTs are to maintain an environment that is conducive to effective teaching and learning, the development of educators' knowledge, skills and attitudes are essential. Furthermore this idea came out strongly in the SABC1 talk show 'Asikhulume'

(21 January 2007) that management of schools especially the principals as leaders, need to be developed especially in the School Development Plan (Chairperson-Teacher Association KwaZulu-Natal, DoE, 21 January 2007).

The ideas expressed in the previous paragraph emphasise the urgent need for capacity building programmes for the SMT in order to facilitate development. Hendricks (2004) concurs with the teacher unions positions in this regard. Hendricks (2004) maintains that keeping educators informed and involved is not a suggestion but a mandate. Substantial programmes do not run themselves; they need active orchestration and coordination (Hendricks, 2004). Our education system inherited the legacy of the past which was characteristic of fragmentation along racial divide. Coupled with that racially-based fragmentation was the lack of focus on capacity building among management personnel so that new policies could be successfully implemented. Aristotle, Franklin and Einstein (2007) are regarded as the proponents of liberated education that prepares people to be civil, which is one of the requirements of democracy (Finn, C and Ravitch, D. 2007). The main problem is that capacity building among SMT is lacking.

I am a member of the SMT in a rural secondary school and I serve in that structure as one of the two deputy-principals. Since our school is a secondary school, more stakeholders are expected to participate in the affairs of the school. Participation of learners in school governance needs to be facilitated as well. I believe that it is through these management and governance structures that values of true democratic participation can be practiced and transferred to the younger generation. The implementation of the new curriculum cannot be expected to reside solely in the domain of the SMT but all stakeholders are expected to contribute. Having said this, I must mention that I have not been exposed to any kind of training that prepares me to play meaningful role in building capacity among educators in my school.

This study also tries to analyse the implications of innovative teacher education programmes that are aimed at school improvement in a developing country such as South Africa. South Africa is a country with a history of inequality in all walks of life, of which education is part (Khamis & Sammons, 2007). With that history of inequality among

different racial and cultural groups, I also wanted to know whether the SMTs from different background and contexts were ready to implement the FET curriculum. My view is that any development of education structures is expected to pay greater attention to the cultural contexts and milieu of the people. My belief is that there is a need to create models of school improvement and educator education that originate within developing country contexts rather than the adoption of European or North American models that are foreign and might lack or ignore local contexts. One of the most critical challenges facing transformation endeavours in the South African education system is a tendency to borrow foreign models with no adaptations attempts having been made. A few examples of this tendency include Curriculum 2005 which does not seem to consider local context of different communities, many of which are poor (Bhengu, 2005, pp. 98-99).To compound the problem, there is a new emerging tendency whereby every new education minister tries to do something new and different from that of his or her predecessor even before the previous programme has been completely implemented. This can be seen in Curriculum 2005 and the NCS respectively. This practice of having new plans and programmes implemented seems to disturb and undermine long- term strategic planning. The long- term vision of this education sector needs to include the development of a well co-ordinated Further Education and Training system (FET) with an aim of providing high quality, flexible and responsive programmes and opportunities for a learning society. The short-term to medium-term focus is on addressing the weaknesses and deficiencies of the current system, while simultaneously laying the foundation for the next twenty years. Furthermore, the focus needs also to be put on human resource development, particularly the SMTs. This is crucial because the SMTs play a pivotal role in facilitating institutional improvement and development within the context of policy implementation.

1.3 The focus of the study

Therefore the focus of the study is the investigation and exploration of the roles and function of the SMT in the process of leading professional development among educators in order to facilitate for the introduction of the FET curriculum in schools. This study is founded on the assumption of the inevitable links between professionalism, culture and political factors as these can determine the effectiveness of programmes and policies in

the South African education system. Countless efforts to effect successful changes have failed mainly because they have not paid sufficient attention to the possible impact of the culture of the school and professionalism (Fullan & Steigebauer, 1991).

The purpose of this study is to develop a better understanding of the readiness status of the SMT in relation to the roles they can play or the contribution that they can make towards knowledge production related to the professional development of their staff members. This study also considers how the development programmes such as re-skilling initiatives through professional development and in-service training offered outside the school can be implemented and supplemented by the SMTs' own professional development programmes provided within their schools in order to ensure the FET curriculum school readiness.

1.4 Research questions

The broader purpose of the study was to explore the role of the SMT in leading professional development for the introduction of the FET curriculum in school. In order to achieve this broad purpose, three questions have been generated that drive the study, and these are listed below:

- What is the perceived role and functions of the SMT in preparing educators for the introduction of the of the FET curriculum in school?
- What plans and procedures for implementing the professional development has the SMT initiated in school?
- How effective is the professional development programmes in schools to ensure schools' readiness?

1.5 Significance of the study

The findings will benefit the SMT in that it will point to areas that need attention in order for them to better understand their current situation in terms of roles that they can play in building capacity among educators and other stakeholders under whose care they operate. The study will also indicate to the SMTs what the perceptions of educators are regarding

their roles and functions in terms of providing professional growth opportunities and thus contribute towards the provision of quality teaching and learning situation. It is hoped that the Department of Education officials will benefit from the study in that it will indicate their own shortcomings in terms of their initiatives in providing professional support to the SMTs in the schools. The FET curriculum is expected to lay the foundation for life-long learning and different career paths. The National Curriculum Statement (NCS) is a means of revising the original Curriculum 2005 with Outcomes Based Education (OBE) approach to teaching. The NCS informs a system that seeks to create South African identity that encompasses critical consciousness, to transform South African society, to promote democracy and magnify a learner involvement in education. This system is based on the Constitution of South Africa, (Act 108 of 1996), which provides the basis for the curriculum transformation in South Africa.

1.6 The layout of the study

Chapter 1: Introduction and orientation

This is the introductory chapter of the study; it outlines the background of the problem being investigated, motivation, research questions guiding the study as well as the significance of the study.

Chapter 2: Literature review and theoretical framework

This chapter reviews literature on the current state of knowledge about professional development of educators for the FET band. Such development programmes contribute to the life-long learning for the educators. This will tap on the existing literature available of improvements on the quality of educators' life through delivery of knowledge transfer.

Chapter 3: Research design and methodology

This chapter provides a description of the research process, design, methodology and methods as well as justification for methodological choices.

Chapter 4: Emerging stories from the field

This chapter presents the stories that emerged as the researcher interacted with the participants on the field.

Chapter 5:

Analysis interpretation and conclusion

This chapter summarises the findings, provides conclusions and make recommendations arising from the study.

1.7 Limitations to the study

The findings of the study were limited to three schools within Pinetown District in which the study was conducted. Thus the findings cannot be generalised to all schools within KwaZulu-Natal. I must however state that it is never the aim of qualitative research design to generalise the findings of the whole population.

1.8 Conclusion

This chapter has outlined the problems to be examined and the background to the understanding of the problem has been explained. Key research questions were posed as well as the significance of the study. The next chapter deals with literature review in thereafter of curriculum and leadership.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

Chapter one has introduced the study and the key discussion areas and this chapter reviews the literature on professional development. As part of the literature review I am also looking at how professionalism contributes to life-long learning for the educators. Furthermore, this literature review is going to help me in looking at how the School Management Team develops educators for the introduction of the Further Education and Training (FET) curriculum. .This chapter starts by outlining the legislations and policy framework. Then it focuses on elucidation of the key concepts underpinning the study. These concepts are profession, professionalism, development and professional development. The other terms that are discussed in the chapter and these are teamwork, managing change and the international perspectives, and African perspectives. Chapter two concludes by mentioning some research that has been done internationally and locally.

2.2 Legislations and Policy Framework

The period since 1994, can be best described as a frenzy in terms of policy documents and acts of legislation produced (Sayed & Jansen, 2001). As the FET Band and FET curriculum is part of transformation endeavour in education, all the policies that have been implemented and legislation promulgated cannot be divorced from this chapter. Such legislation and policies include the South African Constitution (Act 108 of 1996), which demands that education has to be transformed. Other legislation include the National Education Policy Act (NEPA) (Act 27 of 1996), the South African School's Act (SASA), (Act 84 of 1996), the Further Education Act (Act 98 of 1998), Education White Paper 4 on Further Education and Training (1998), as well as , the National Strategy for Further Education and Training (1999-2001). The last mentioned policy document provides the basis for the development of a nationally coordinated Further Education and

Training system. Some other pieces of legislation that cannot work in isolation and outside the domain of the FET band include the Adult Basic Education and Training Act (Act 52 of 2000), the South African Qualifications Authority (SAQA) Act of 1995. SAQA provides for the establishment of the National Qualifications Framework (NQF) which forms a base for a national learning system that integrates education and training at all times.

Before embarking on the issue of leading professional development process, a clearer understanding of the concepts profession, development and professionalism is crucial.

2.3 Elucidation of concepts

2.3.1 Profession

Popkewitz (1994) describes the term profession as being socially constructed and it adopts meaning in relation to the social conditions in which people use it. This means that it does not have a fixed definition or some universal idea irrespective of time and space. Popkewitz's (1994) conception is shared by Burrage (1990), when he describes profession and professionalism as continually changing and used in different ways by different groups at different times to serve different purposes. To add to the understanding of the concept profession, Hoyle (1980 & 1986) describes profession as an occupation which performs a crucial function in professions where considerable skill of work is required. In this respect skills here are not seen as routine but where new situations and problems arise and these need that particular skill resolved., Wise (2001) refers to profession as an occupation that regulates itself through systematic, required training and collegial discipline, that has a base in technical, specialised knowledge; and that has a service rather than profit orientation. This aspect speaks to the inherent requirement for professionals to continuously assure quality of their practice, and this aspect directly links with my focus which advocates the need for professional such as SMTs to be abreast of the latest developments in the field so that they are able to assist and support their subordinates.

2.3.2 Professionalism

Unlike profession, professionalism is difficult to define in any finer details. For example, Toupin (2002) believes that it is sometimes difficult to identify the true meaning of professionalism and further says that professionalism has many levels and is handled in many different ways. Thus Toupin (2002) refers to professionalism as a focused, accountable, confident, competent, motivation toward a particular goal, with respect for hierarchy and humanity. This notion is shared by Burrage (1990) when he says that professionalism is continually changing and used in different ways by different groups at different times to serve different purposes.

2.3.3 Development

Development can be understood in different ways as we shall see in the discussion below. However, there is one common thread that binds its different conception, that is, development is always directed at becoming better. In some instances development can be viewed as offering equal opportunities. To some people it can be well developed, have a dynamic infrastructure that is described as the process of acquiring new ideas, attitudes, knowledge and skills usually by some short term and long term workshops or seminars.

Development of any kind, therefore asserts the participation of everyone in the projects, programmes and policy consultation. Participatory planning should be driven by gendered perspective and do away with marginalisation and exclusion through mainstreaming (Cornwall, 2003). Cornwall's (2003) views are not far fetched from the development framework of South Africa which revolves around the shared and accelerated growth, addressing gender issues. On the same issue of education and development, Blandford (1992) maintains that development should be seen as a process of improving the effectiveness of educational provision through an ongoing review of relevant factors at all angles. These include materials for teaching techniques, institutional structures and policies, as well as the provision of mechanisms for progressive change (Blandford, 1992). Educators get support and more knowledge about what they are doing or what they are supposed to do through workshops that are provided

by the Department of Education and their respective teacher unions. This can empower educators to improve the performance in all the expected spheres in the educational organisation. Development is a need for educators in order to be able to meet any new challenge, especially those related to curriculum matters. Educators need to be updated with what is happening around them and from time to time they need to be developed with better skills on how to approach their work. It has also emerged from research conducted in South Africa that less support in the form of staff development initiatives has been provided by schools themselves (Nsele, 1994; Van der Vyver, 1998; Bhengu, 1999).

2.3.4 Professional Development

Professional development can be conceptualised in varied ways as it is the case with other concepts. Different scholars put different emphases in their definition of what constitutes professional development. The following definitions demonstrate this assertion quite clearly. Professional development can be understood as a process by which educators review, renew and extend their commitment as change agents to the moral purposes of teaching and by which they acquire and develop their knowledge, skills and attitudes (Day, 1999). The National Commission on Teaching and America's Future (1996) as well as Steyn and van Niekerk (2002) have a similar view about professional development. They define it as an ongoing development programme and ongoing learning opportunities available to educators. Guskey (2000), National Commission on Teaching and America's Future (1996) share the notion of professional development with Bourn and Earley (1990) when they view professional development as activities engaged in by educators to enhance their knowledge skills and attitudes in order to educate children more effectively. These programmes and opportunities focus on the wide range of knowledge, skills and attitudes required to educate learners more effectively. The intention of these programmes is to provide educators with more opportunities to be competent and gain more skills so as to be adequately equipped to take up anticipated levels of competency in the implementation of the FET curriculum.

It is worth noting that these definitions of professional development in the 1990s and 2000s have not shifted from that of the mid 1980s. For example, Ruddock's (1987) definition of professional development includes similar elements that is contained in the previous definitions. Some of these elements are capacity building, concerns about improvement of the teaching and learning process, the issue of valuing and seeking dialogue with experienced colleagues as support systems and the need to adjust patterns of classroom action in the light of new understandings. This position is based on the philosophy of professionalism in that professional skill is sharpened by a growing and emerging foundation of knowledge. Experienced educators should be exposed to situations enabling them to learn rather than exit through the familiarity of daily events. Steyn and van Niekerk (2002) further mention that professional development aims at developing professional capacity of all educators in curriculum development and assessment. Professional development for educators has been defined as the provision of activities designed to advance the knowledge, skills and understanding of educators in ways that lead to changes in their thinking and classroom behaviour (Fenstermacher & Berliner, 1983).

Professional development is very crucial especially in the light of the new FET curriculum and its implementation. The National Curriculum Statement (NCS) with its Outcomes- based perspective is intended to address the relevance of education offered to a learner. Professional development has to meet the task of developing educators for a new agenda within a transformation period aimed at reconstructing the education system. Thus, educators' knowledge, skills and attitudes need to be constantly developed in order to become life-long learners. In addition the question of the SMT being involved in professional development is very important as they (SMT) are tasked with the responsibility of providing school leadership. It should be noted that in all of the definitions presented above, none of them refers to the inclusion of management in these professional development programmes. One hopes that perhaps SMTs are included in the term 'educators' which has been mentioned many times in various definitions. Pertinent to the concept of professional development is the concept of teamwork. It is evident that

professional development does not occur in a vacuum. Ruddock (1987) has alluded to the need for dialogue with experienced colleagues, acting as support systems.

2.4 Teamwork

Wallace (2001) believes that leaders should promote inspirational talks, communicate vision and act in ways that encourage enthusiasm. Reform literature shows that high school teachers work best in a structural context that promotes teamwork, values collegiality, and that increases interaction, (Garner, 1995). In terms of this view, interaction improves morale and motivation among team members. Garner (1995) acknowledges that the increase in the morale decreases isolation and improves work ethics among the staff.

Practitioners and academics interested in the management of educational institutions, increasingly recognise the necessity for shared power (Bryson & Einsweiler, 1991) to resolve particularly difficult problems. In so doing, this could translate into a testimony that the abiding strength is manifested in robust debates which bring more wisdom to the participants. As a result, this could mean that there is a possibility for growth in joint working arrangements of various types, such as collaborations and partnerships. Educator learning is most likely to occur when educators have opportunities to collaborate with professional peers, both within and outside of their schools, along with access to the expertise to external researchers and programmes developers. Peer collaboration offers a powerful vehicle for educator learning. Discourses result in debates which help clarify ideas, and listening and learning from one another, collectively results in empowerment of everyone (Bryson & Einsweiler, 1991).

It is therefore recommended that all staff members should make a success of their work by showing interaction, generating ideas, making decisions collectively, providing emotional support, and mutual commitment and resolve challenges to achieve more together than they could as individuals. Thus, the intention is to develop the framework by investigating collaboration and partnership in the implementation of the FET

curriculum with a view to ensuring appropriate strategies to improving educator development.

Bennett, (1992) argues that partnership is a very complex and ill-defined concept but from an analysis of the literature, these scholars conclude that partnership is characterised by notions of collaboration, mutual accountability, voluntary commitment and equality in the pursuit of shared goals. Newman and Maeroff (1993) concur with the notion of shared vision in management. To ensure the promotion of this notion, involvement of every segment of education stakeholders requires that educators, parents and greater community come together in new roles and partnership (Contrearas, 2003). Educators should be given an opportunity to share ideas, resources and strategies. In order for the SMT to be successful in the professional development of educators, there should be an understanding of the educators' strengths and weaknesses, as well as the provision of support where it is necessary. This however, does not isolate notions of power sharing amongst educators, learners, parents and community (Barnett & Mc Cormick, 2001).

Principals have a crucial role to play in nurturing teamwork and partnership among all stakeholders within and out side the school. Principals and other key school leaders should assist educators and other stakeholders build effective teams by developing new organisational structures and creating a shared vision that focuses on authentic student learning (Neumann & Maeroff, 1993). Bamburg (1994) argues that principals have a crucial role to play in creating the collective vision of a school. School leaders essentially encourage and support the development of a collaborative school culture, with clear educational mission and processes, structures and resources that allow educational change to flourish. School leaders should appreciate the importance of working in teams and facilitate the development and work of teams that lead to school improvement initiatives.

To build a more collaborative school culture, institutional faculties, study groups and cross-grade or department teams should provide time for collegial work. The SMT should build commitment and collaborative culture to support the change process by being a "leader of leaders," having and communicating high expectations, and demonstrating

confidence in school staff and the surrounding community (Bamburg, 1994). Without a focused effort to align and integrate school improvement initiatives, the probable result will be fragmented, un-co-ordinated programmes and activities that may be conflicting to objectives (Bamburg, 1994). It is up to school leaders to create a shared vision and mission for school improvement, to co-ordinate various change efforts so that they work together towards similar objectives rather than against one another, and to ensure that these efforts reach for the common goal of improved learning for all students. Leaders according to Steyn and van Niekerk (2002) should be wary of mismanaged agreement. Everyone in a group agrees to a decision even though sometimes no one in the group actually supports the decision. This is because they are unwilling or unable to communicate their reservations. This also refers to a situation in which everyone in a group agrees about a problem that must be solved, but no one actively pursues strategies or actions to deal with the problem. Therefore, it is important that leaders nurture teams that are able to communicate and solve problems openly.

2.5 Managing Change

Some writers such as Fullan (1991); Steyn and van Niekerk (2002) reckon that in management, change is expected as a part of everyday life and that it manifests itself in new methods, products or services, new organisation structures, and new personnel policies or employee benefits. Mosley and Cranton (1996) presents change into external and internal forces, wherein education is categorised as an external change force. These writers give ways of dealing with change as reactive process change and proactive (planned) process of change. Moreover, some companies would utilise the Organisational Development (OD) to promote it. The objectives of OD being to increase trust and support among organisational members, to increase expert power, the level of group –and personal –responsibility in planning and implementation, openness of communication, to find synergistic solutions to problems (Mosley & Cranton 1996). Loucks-Hosley's (1998) main focus is on managing change as an integrated part of staff development wherein the role of the SMT is to change behaviours, attitudes, and skills of the staff. People in their nature have a tendency of resisting change (Wheatley & Rodgers, 1998; Williams, 2002). Therefore the SMT should manage change by familiarising their staff with designed

programmes that seek to make immediate and enduring change. Fullan (1993); Sparks (1993), as well as other scholars point out that, school leaders need to understand the change process in order to lead and manage change and improvement efforts effectively. In practice, effective staff development may include grade-level meetings to accommodate educators who will be involved in the FET implementation. Grade-level meetings refer to the practice of educators in a particular grade within the FET phase sharing ideas and challenges they face. The underlying assumption is that such educators should be involved in all aspects of planning and implementation.

It is important that the Department of Education views the SMT's leadership and management functions from the organisational improvement perspective. Organisational improvement has always been about measurement and identification of organisational factors that encourage or inhibit performance by staff members. The performance of staff members is ideally always linked to facilitating learner achievement. Mosley and Cranton (1996) propose the following framework for facilitating organisational development.

(a) Organisational measurement tools are designed to:

i) Measure current behavioural norms, process and outcomes

ii) Identify the levers for change

iii) Highlight barriers to organisational effectiveness

iv) Develop strategies for improvement

v) Monitor change and improvement over time.

b) Educator development is the process of developing knowledge, skills or character of an educator. It is also referring to educator empowerment. In order to avoid ambiguity the term professional development is used in this study.

c) Student growth and achievement is an attribute to life. The core function of schools is to maximise the capacity of each learner. Thus the student growth is the development of

their mental and physical skills: motor, thinking, communication, social and aesthetic capabilities which help learners' abilities to appreciate beauty.

The question of change is further addressed by Fullan (1991), and he emphasises the issues related to the government, the professional preparation of educators, and the professional development of educators and concludes with comments on the future of educational change. According to Fullan (1991) to lead a successful change and improvement in organisations involves developing and making the following critical components of schooling: a clear, strong, and collectively held educational vision and institutional mission; a strong committed professional community within the school learning environments that promote high standards for students achievement; a sustained professional development to improve learning successful partnership with parents, health and human service agencies, businesses, universities, and other community organisations, as well as a systematic planning and implementation process for instituting needed changes. Louis and Miles (1990), drawing on several case studies of urban high schools, emphases the importance of planning. The importance of human involvement in change is quite evident in their thinking. They argue that "substantial change programmes do not run themselves" (Louis & Miles, 1990, p. 112).

School leaders need to understand the dynamics of the change process. Successful schools have leaders in administration and in the classroom who can overcome the obstacles and challenges that develop during the change process. School leaders need to be committed to providing high-quality learning for all students, initiating, implementing, and integrating programmes that improve access to engaging teaching and leaning for all students. They are concerned with issues of equity and access to power learning, particularly for those students most at risk of academic failure (Bamburg, 1994). Peterson (1993) states that the change process should be accepted as a positive experience to be understood and embraced, rather than a negative experience to be feared and avoided (Fullan & Miles, 1992).When the SMT is ready to begin the school improvement process, there is a need to bring in change experts and facilitators to build the capacity of school staff to lead the change efforts. It is important to draw upon the expertise and skills of various sectors such as university faculties, central office personnel, external consultants,

professional staff developers, and others. The SMT needs to create high-achieving learning environments by selecting and integrating a variety of programmes to improve teaching and learning.

The school improvement process takes place in three stages: initiation, implementation, and institutionalisation (Louis & Miles, 1990). Knowing about the challenges and problems, as well as the success factors associated with each stage of the change process can increase the likelihood of success (Fullan, 1993). Initially, some members of the school community including the school staff may be reluctant to change. School leaders, through their actions and words, can overcome such reluctance by rewarding risk-taking and encouraging school community members to offer new ideas and strategies. Leaders of improvement efforts need to address the problem of resources (time, money, and support,) the need to train and retain knowledgeable and motivated personnel, and the challenge posed by the shifting goals of the central office of the Department of Education, the state, and the local community (Siencowics, 2001). The problems and challenges Siencowics (2001) raises need to be considered by SMTs during planning at each of the three stages, initiation, implementation and institutionalisation. In managing change, the issue of management styles come to the fore.

On management style, some educators disagree about the degree to which change should be top-down versus bottom-up (Fullan, 1993). Many educators agree that successful change requires both top-down and bottom-up efforts, but the best mixtures of pressure and support is difficult to determine. Leadership in schools is mainly characterised by relationships with individuals, and it is through these relationships that a leader is able to establish her/his leadership and encourage educators to apply their expertise, abilities, and efforts where new situations and problems arise and need that particular skills to be resolved.

2.6 International perspective

This section deals with research that has been done outside South Africa. In this section I present a summary of the study that was conducted by Sally Brown in 2001 in the north western part of England. The study adopted qualitative approach to research and it covered the area of professional development and management training needs for heads of department in the United Kingdom (UK). I have chosen England for two reasons, namely, historical linkages with South Africa and also because of its first world status. Furthermore, I want to demonstrate that issues of professional development are not only topical in South Africa as a developing country, but that these are also a concern for developed countries such as England. There are similarities between Brown's (2001) study and mine in terms of its focus on heads of department. There are nevertheless, slight differences between Brown's study and my research in that SMTs as conceptualised in South Africa include principals and deputy-principals.

Objectives of the study

Brown's (2001) study sought firstly to explore professional development provision for heads of departments in randomly sampled secondary schools in the North West of England. By using the results of this exploration, Brown's team sought to identify subsequent training needs of the heads of department and lastly, to correlate these needs with the perceptions of head educators and senior managers in those schools.

Findings

The sampled schools showed that there were a number of areas that needed attention and these included the following:

- The training to be provided needed to be grounded in the ability to think and plan short, medium and long-term plans and to be able to relate subject or department aims to wider school aims.
- The training should focus on the development of corporate- planning at subject level.

- The training programmes should focus on training in the prioritisation of objectives by heads of department.
- Such training needed to incorporate skills of monitoring and evaluation; identifying performance indicators and success criteria; as well as, managing the development and change within the departments.
- Curriculum audit, management and evaluation skills, assessment techniques and process were deemed to be a necessary component of the training programme.

The gist of professional development training needs in the North-West England is about the development of the heads of department. This can be linked with the South African experience because even in South Africa there is such an out cry more especially after there has been paucity in the training of educators, (Financial Mail, July 2007).

2.7 African perspective

The study presented in this section is a case study and it was done in Ghana in 1987. Its main focus areas are decentralisation in education, institutional culture and educator autonomy in Ghana. This country is chosen as an example of a developing country in Africa, particularly from those countries that are renowned for decentralisation of management structures. This case study raises implications for school reform, and policy change more broadly.

Background to the study

Since 1988 the Ghanaian government went so far as to hire a full-time international consultant to coordinate all of the decentralisation projects undertaken by the government ministries. By the 20[th]century, the speed of change and the impact of the reforms were made known to the public by the government. Community involvement has occupied an increasingly important place within the concept of decentralisation.

Objectives of the study

The study was on the local content curriculum (LCC) reform introduced under the junior secondary school reform. The study sought to analyse the practices and discourses, which linked the different levels of relationships between political, social, economic and educational policy development. It also sought to explore local responses to educational decentralisation reform that the government had introduced to the education system in the 1980s.

Findings of the case study in Ghana

It appeared that the Ghanaian Minister of Education (MOE) had lost plans for (LCC) in 1987. On the other hand they objected to the LCC when control over it was offered; they wanted for their superiors, the capital to instruct them on how to carry their work.

- Educators were witnessed experiencing difficulty as they attempted to implement the reform as a result of lack of support from the MOE.
- Educators who developed new curricula and introduced them, attempted to do so without any formal preparation.

- Educators who attended training workshops complained bitterly that the instruction offered in those workshops was unrelated to the challenges associated with their new roles and responsibilities regarding LCC education.

The emphasis is that transforming institutional cultures is an enormous undertaking and that decentralisation reforms are not likely to succeed unless core values and routines are modified.

2.8 Discussion

The fact that there were counter tendencies manifested in the educators who were workshopped, is reason enough that any development that adopts a top-down approach, is subject to face countervailing social and political patents (Arce, 2001; Arce & Long, 2000). The above case study shows that the role of power and powerlessness is the eventual outcome of development projects that have developed methods to analyse their impact in a given social process. Power and social networks in South Africa are changing and therefore power needs to be conceptualised as shifting and negotiable. Transforming cultural institutions can be a sensitive subject and managers are supposed to know that they have an obligation to set policies, make decisions, and follow the courses of action beyond the requirements of the law that are desirable in terms of the values and objectives of society (Mosley, 1996).

2.9 Conclusion

This chapter has reviewed literature on a number of areas mainly on professionalism and professional development. It has also presented two researches, one done in the UK and the other in Ghana, Africa. Although the two studies focused on different areas, they nevertheless covered professional development. The study done in the UK focused on HOD training while that of Ghana focused on curriculum development within the context of decentralisation. That is quite relevant for our situation in South Africa particularly because the context is similar in terms of decentralisation of power and responsibilities, and the imperative of professional development. Ghana and South Africa are faced with rapid changes in many areas and development remains at the heart of human resources development. The next chapter deals with the description of the research design and the methodology that was used in carrying out of this study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter provides a description of the design and methodology that was followed in carrying out this study. The methods that were used within the broader methodology is also explained in detail. The chapter starts by explaining the objectives of the research, then the design, the research methodology, the selection procedure that was used to select participants. Furthermore, the motivation for using such a procedure, research questions, methods used for data elicitation and the methods for data analysis; ethical issues that were taken into consideration when doing the study are presented. Towards the end of this chapter is the presentation of limitations and coding system used in dealing with the data produced.

3.2 Research objectives

The broad purpose of conducting this study was to attempt to obtain a deeper and better understanding of the School Management Teams (SMTs') professional work, particularly in relation to the role that they play in building capacity among educators so that these educators can be better prepared for the introduction of the Further Education and Training (FET) curriculum in secondary schools.

3.3 The research design and methodology

The study is located within qualitative approaches to research and it used semi-structured interviews as the main method of eliciting the data among the SMTs as well as educators. Talking to these people was going to help facilitate a better understanding of the SMTs' role in building capacities among the teaching staff in order for them to be able to

introduce FET curriculum. Semi-structured interviews are regarded as the most relevant methods for this kind of study where talking directly to the participants provides the most valuable means of finding out how participants construct the meanings associated with the topic under discussion (Neuman, 2000). Key (1997) concurs with Neuman (2000) by stating that the qualitative research is value bounded and should be understood and taken into account when conducting and reporting research qualitative. Qualitative approach to research was employed in order to understand the participants' world and forces that might stimulate or retard responses (Denzin & Lincoln, 2002). This occurs when the participants express their ideas as well as their feelings about the topic in question. Qualitative approach has enabled me as a researcher to follow up particular interesting avenues that emerged in the interview and the participant was able to give me a broader picture of responses (de Vos, 2002). The participants were asked to provide suggestions which they felt could be of importance about the topic in question. Semi-structured individual interviews capture the authenticity, richness, depth of response, honesty and candor (Cohen & Morrison, 2002).

Denzin and Lincoln (1994) concur with the recently mentioned statement by stating that qualitative research is a multi-method in focus involving interpretive and naturalistic approaches to inquiry. Central to interpretive and naturalistic enquiry is the notion that reality is viewed from the perspective of the researched, and that the setting must not be disturbed by the presence of researchers (Cohen, Marion & Morrison, 2007; Henning, 2004). Key (1997) agrees with Denzin and Lincoln (1994) by stating that the purpose of qualitative research seeks to understand peoples' interpretations. Qualitative researchers often enter into the natural field of people whom they study and have direct contact interviews with the participants. On the other hand this direct contact with people and their lives can give rise to some ethical problems such as asking sensitive questions, intrusion to privacy and failure to maintain confidentiality. Qualitative results are more difficult to aggregate and therefore make systematic comparisons. It can also be extremely difficult to replicate research due to the lack of structured design or standardised procedures.

Through this study I wanted to find out about how the SMTs are leading professional development of their subordinates so that they were in a position to successfully introduce the FET curriculum in secondary schools. I wanted to gain a range of insights on the above mentioned topic. The participants were free to provide their own opinions and views about the issue of professional development and whether or not they had been exposed to professional development programmes.

The design of the study was such that participants from different context were targeted. For example, different demographic profiles of participants were catered for in the selection of research sites and participants. The three schools were each drawn from rural community, township and town area. For the purpose of this study a rural areas refers to an area under the authority of a traditional leader in terms of the legislation KwaZulu-Natal Traditional Leadership and Governance Act (No 5 of 2005) and Traditional Leadership and Governance Framework Act (No 41 of 2003).

3.4 Selection methods used

Purposive sampling was preferred as the most suitable selection for the study of this nature where probability sampling is not relevant because of their essential leanings towards positivist quantitative research approaches. Such research approaches advocate the generalisation of the findings to the whole population and this particular study had no intentions of generalising the findings (Cohen, Marion & Morrison, 2007; Bak, 2004). This selection method afforded me as the researcher, the opportunity of purposively targeting a particular group because of its particular characteristics that are deemed to be useful for my getting deeper understanding of how the group is interacting with the new curriculum policy. I did this with a full knowledge that it does not represent the wider population and did not aim at generalisation (Cohen & Morrison, 2002).

Purposive sampling procedure used in the study was guided by the following criteria: schools selected had to be secondary schools and had to be willing to participate. One of

the schools had to be located in a rural community, another had to be located in the township and the last one had to be located within the town or city. In that way I ensured that I had a balanced view from three different contexts, and that would enrich the findings of the study. To establish rapport with research participants is very important in qualitative studies as it is such kind of research that participants share with an outsider researcher their personal spaces (Chambers, 1997). Being a member of the SMT myself, helped somehow in that participants regarded me as one of them. That helped me create a space where equals speak to each other. Patti Lather (2000) refers to that kind of situation as researching across. The atmosphere was relaxed and the participants expressed themselves freely. Participants communicated their experiences and opinions about a specific issue in their own way and in their own words, without any restrictions (Terre Blanche & Durrheim, 1999). The participants were perceived as the expert on the subject and were therefore allowed maximum opportunity to tell their stories (de Vos, 2002). Power was shared between the researcher and the researched. They had the power to shift the direction of the discussion.

3.5 The participants

The main participants in this study were principals of secondary schools, deputy-principals, HODs and educators of secondary schools in the Pinetown District. Principals, deputy-principals and HODs formed the core research participants because they comprise the SMT. The School Management Teams (SMTs) were mainly chosen as the main data sources for the study because of the research foam. Semi-structured interviews were also chosen as the main research method because it gave each participant an opportunity to define the situation as they saw it. Semi-structured interviews are also valuable as a means of finding out how participants construct the meanings associated with the topic under discussion (Neuman, 2000). Educators were included because they are the recipients of the support that the SMTs are supposed to provide. Their participation would enrich the study in many ways, including enhancing dependability and credibility of the findings. The schools that did not have HODs or deputy-principals were excluded

from the design. It was important that different voices from different categories of people, including educators were heard regarding their experiences about their interactions with the SMTs. It was crucial therefore that the study did not solicit views from the SMTs only. In that way triangulation of data sources was ensured.

	Township	Rural	Urban
Principal	1	1	1
Deputy Principal	1	1	1
Head of Department	1	1	1
Educator	1	1	1
		Total	12

Table: list of participants

3.6 Access to the Participants

Getting access to the research site and participants is an important step in the research process (Henning, 2004; Cohen, Marion & Morrison, 2007). Permission to conduct the study was not only sought from the Department of Education and principals as official gate keepers that allow or deny access to schools as research sites. Each participant was regarded as gate keepers on his/her own right and permission to participate in the study was sought from each of them as well. Times for interview appointments were mutually arranged. Confidentiality of the interviews was assured. While conducting interviews note-taking and tape recording was done at the same time as means of recording the data. The interviews were scheduled to be approximately forty five minutes long for each participant. Participants were allowed the flexibility of more time.

3.7 Key research questions

1. What is the perceived role and functions of the SMT in preparing educators for the introduction of the FET curriculum in the schools?

2. What plans and procedures for implementing the professional development has the SMT initiated in the school?

3. How effective is the professional development programmes in schools to ensure school readiness?

3.8 Data analysis

The tape recorded interviews were transcribed manually by me as the researcher. I then read each transcript first in order to get a general understanding of the content. As I continued reading carefully I started generating codes of meaning from each sentence of the transcript. I then grouped together similar codes into small units of meaning (Miles & Huberman, 1994; de Vos, 2003). This process is normally referred to as data reduction. As themes and concepts emerged from the codes that had been generated, these themes were grouped together for analysis purposes (Cohen & Morrison, 2000). Themes emerged from the data and were not imposed on it in some kind of 'etic' stance that is advanced by Freeman (1996, p. 372).

3.9 Ethical considerations

It is normal practice in research to observe ethical issues such as voluntary participation in the study, to acknowledge, respect and guarantee participants' confidentiality and anonymity (Terre Blanche & Durrheim, 1999). Terre Blanche and Durrheim, (1999) also state that by obtaining consent from the participants is not merely the signing of a consent form but that the consent should be voluntary and informed. This suggests that the participants must be well informed about the purpose of research, implications of their participation. Participants received clear explanation of the tasks expected of them so that they could make an informed choice to participate voluntarily on the research project. With regards to the selection of educators to participate in this study, I did not play any

significant role. The principal in each school chose educators and explained the purpose of the study. Having said that, I also ensured that I personally negotiated with them and explained the purpose of the study and I actually sought their permission to voluntarily participate in the study. I also explained to them that they had the right to withdraw the certain questions if they were not comfortable in answering them. I also informed them that they had the right to withdraw from the study altogether at any stage of the research process. They seemed to be excited about participating in it. Questions of confidentiality and anonymity were explained as well. I made a promise that I would not disclose their names at any stage during the research process. One of the ways to hide the participants' identities was the use of codes. Coding was used to ensure anonymity of the twelve participants. While anonymity can be assured, I was aware that sometimes it is very difficult to completely hide the identities of institutions and geographical locations, especially to someone who is familiar with the place. This dynamic is captured by Bhengu (2005) who concurs with Trochim (2002) by saying that sometimes the anonymity codes can be ready be broken. A person who knows the area of research can be decoded and that can put the anonymity ethical issue in disrepute. This is an identification that while researchers can claim that anonymity needs to be assured and guaranteed; sometimes it is difficult to guarantee it (Trochim, 2002; Bhengu, 2005). In a way it is important that researchers try their best to hide the identities of participants but sometimes they may not be successful.

3.10 Reflections on challenges faced the field

In this section I am presenting my personal account of how I experienced conducting fieldwork in the three schools that participated in the study. As part of this account I also share some frustrations that I experienced during the research process. Some of these frustrations include technical glitches some of which are clearly related to my lack of experience in doing research and some of them may be, on hind sight regarded as naïve and foolish. Principals as gatekeepers welcomed me and an introduction was done especially with the participants. The interviews went ahead in a relaxed atmosphere. The only problem that I encountered with participants from school-A was that the learners

were too noisy and as a result it was hard to listen particularly to the deputy-principal and the educator but I managed.

The principal of School-B apologised that I would not be able to interview her deputy-principal, as she would be absent on that particular day. We made an appointment for another day and time to interview the deputy- principal of School-B. When we were about to start our conversation the principal of School-B indicated that she was unhappy to be recorded. I explained the purpose and the significance of tape recording our conversation and I also reminded her of confidentiality and anonymity promises I had made. At no stage did I put pressure on her to agree to be tape recorded against her will and she co-operated after my explanation. I experienced the same problem of noise from the learners and low voice on her part which made the transcription to be slow because of her soft voice. The other form of distraction was caused by the constant desire by the principal to address the problem of noisy learners in their classrooms and thus shifting her attention to the learners but she apologised about that. At if that constant interruption was not enough the HOD of the same school, School-B occasionally interrupted the flow of the interview by asking me to allow her to check her learners since it was a Grade twelve class. Such a situation happened even though we had agreed that our discussion would take place at the time suitable to her. The same thing occurred when we held our discussions with the educator from School-B; interruptions took place in the same way as it had happened with the HOD of the same school. All my participants in this particular school happened to be females, which suggest that only female voices were heard in this school. I honestly do not believe that gender may have anything to do with constant interruptions during the interview process, but it did happen in this school and all my participants were females.

In School-C, I was welcomed by the deputy-principal since the principal was off-sick on that day, but he had left an apology message. He had asked me to arrange for another day that was going to be fine with him. The deputy-principal of this school, as well as the HOD and the educator, requested to be interviewed at the same time, but I explained that such an option would compromise confidentiality and anonymity, and also that each one of them had questions that were peculiar to his or her position in the school. After they

had accepted my explanation, then I had technical problems with my tape recorder. We had to arrange to hold our interview on the same day I would interview the principal On the day set for interviews, I ended up interviewing the principal and an educator. The deputy-principal and an HOD excused themselves for that day and we arranged for another day. It means that I ended up visiting School-C for the 3rd time and I was beginning to think that I was chasing shadows, but in the end everything happened as planned.

3.11 Coding of schools and participants

3.11.1 Coding of schools

Schools were coded for purposes of hiding their identity in keeping with promises of anonymity of the participants and their institutions. The codes for the schools are as follow:

The first school interviewed is coded as School-A

The second school is coded as School-B

The last school is referred to as School-C

3.11.2 Coding the participants

The codes of the participants are as follow:

P-A: is referring to the principal for School-A.

P-B: is referring to the principal for School-B

P-C: is referring to the principal for School-C

DP-A: refers to the deputy-principal from School-A

DP-B: refers to the deputy-principal from School-B

DP-C: refers to the deputy-principal from School-C

HOD-A: refers to the Head of Department for School-A

HOD-B: refers to the Head of Department for School-B

HOD-C: refers to the Head of Department for School-C

EDU-A: is referring to an educator from School-A

EDU-B: is referring to an educator from School-B

EDU-C: is referring to an educator from School-C

3.12 Conclusion

Chapter three has outlined all the steps taken during the research process and why such steps were taken. It has also explained the design and the methodology that was followed and why such a methodology was deemed the most appropriate for the study of this nature. Semi-structured interviews were advocated as the most suitable method of data production in research that adopts a case study design such as this one. As a researcher doing formal research at this level for the first time, I have included my reflections about my experiences of doing research, and I have shared with the readers some difficulties and challenges I came across especially during data production stage. I think that doing some reflections like that will help me in terms of growth as a young researcher. The next chapter is dedicated to the presentation of the data that was produced using methods and methodologies explained in chapter three.

CHAPTER 4

EMERGING STORIES FROM THE FIELD

4.1 Introduction

This chapter deals with data presentation. The data presented in this chapter was captured using the methodology described in the previous chapter. It starts by describing the profile of participating schools, and then the circumstances of the interview and the presentation of the gender issues. The code names of the schools and participants were displayed in the previous chapter. The overall data presented in chapter four comprises the views, opinions, experiences and suggestions of the principals, deputy-principals, heads of departments (HODs) and educators.

4.2 Profiling the participating schools

There are three schools that participated in the study. Each category of schools comprised four participants, principals, deputy-principals, heads of departments and educators. Although the SMTs remained the main sources of the data, it was important that educators' views were heard as well. Educators are theoretically the recipients of support in terms of professional development from the SMTs. It was therefore important for the researcher to solicit a balanced picture about each school, and excluding one of these key stakeholders such as educators would undermine attempts of getting a balanced picture. These schools represented three contexts, namely, School-A was located in a rural community while School-B was located in the town and in a way depicting an urban setting. The third school was located in a township and in a way depicting a township setting.

The participants from the urban school painted a generally known picture of urban schools that are known for being well-equipped in terms of both human and physical resources, but specifically physical resources. Such a picture was painted by the principal of that urban school who said:

"I think we are lucky at this school because we have great educators who are specialists and the aid to work together and share ideas and because they have the facilities of the internet so they can use that to download information" **[P-B]**.

The above statement from the principal of School-B is in line with the perception held by many people that urban schools are more resourced compared to rural and township schools. The type of support structures were technical, for instance, they had access to technical equipment such as photocopy machines and computers. They also had additional facilities at their disposal in the form of higher education institutions such as the University of KwaZulu-Natal. Consequently the principal at an urban setting painted a different picture from that painted by the principal from rural setting and township setting. As I have mentioned above, the urban school was well-resourced compared to both the rural and the township schools that participated in this study. Nevertheless, as we shall see in the following sections, there was not much difference between all the three schools in terms of the SMTs' readiness to implement the FET curriculum. Township in South Africa is the term, which usually refers to the (often underdeveloped) urban residential areas that, under the government of the past. These areas were reserved for non-whites (Africans, Coloureds and Indians) who lived near or worked in areas that were designated 'white-only'. It is still reflective of resource allocation in the schools that participated in the interview. As might be, expected the principal from an urban school presents her school as well resourced in terms of physical resources.

4.2.1 School-A

This school is located in the rural community under the leadership of Inkosi, previously known as chief. The rural school in the study is a characteristic of a previously disadvantaged community which is not well-resourced. This school was located in a remote rural area near the river, and there was no electricity or clean water. Water used by both learners and the teaching staff for drinking was fetched from the river; dwellings

for households were made of rondavels which were in all cases arranged in a semi-circle format. The conditions under which the school operated were bad because of the lack of roads that can be used in all weather conditions. During heavy rains many learners are not able to come to school because the river is flooded, and that affects effective teaching and learning situation. As it can be expected of rural communities like this one, poverty is prevalent in African communities (Klasen, 1996). Deprivation in terms of physical resources is prevalent in the school. On the issue of the lack of resources, this is what the principal of this school had to say:

> "*Resources are insufficient, we consult School Governing Body (SGB) as it is accountable for the school finance*" **[P-A].**

This principal's views were echoed by the HOD from the same school when she said:

> "*Some of our materials get finish quickly and we always experience some later, especially towards examinations. Our problems are exacerbated by the fact that we also have the problem of insufficient furniture*" **[HOD-A]**.

The school's enrolment is seven hundred and eighty; staff establishment is thirty including the SMT members. There is one Indian lady and the rest are Africans. This is a secondary school which is still battling with resources and is rated as a Quintile Two as the school located in disadvantaged area. The school has recently been declared a 'No fee school' as it is located in a poverty-stricken community where the majority of parents is unemployed. The pass rate in matric usually fluctuates between 78 percent, 87percent and 90percent. Learners are motivated and they also have well-qualified and dedicated teaching staff. There are different terms that are used by rural communities in KwaZulu-Natal to capture and describe their situation in terms deprivation of many kinds including the lack of physical resources. Bhengu (2005) in his doctoral thesis writes about these terms, and these terms include 'emaqwaqwasini' 'kwanjayiphume' and 'emaphandleni' to demonstrate meanings that members of these communities use to describe their situation in terms of rurality. 'Emaphandleni', this term is almost equivalent to 'off the

beaten track', but symbolising a location far away from resources, opportunities and human dignity. People who stay in such areas take offence when this term is used by a person that does not live in rural areas. 'Kwanjayiphume'- this term refers to places where there are a lot of domestic dogs, which are underfed. Since these dogs are underfed, they become a nuisance inside houses, and they need to be constantly chased away. This term may be used in a nostalgic way by people who were born and bred in such areas, and they are now living in cities; when they are going home, they use it as a way of showing that they are missing home, and they are finally returning where they came from. 'Emaqwaqwasini', this refers to a place where it is difficult, because of topography, to provide better infrastructure such as electricity and clean water. It is characterised by desolation and backwardness in terms of infrastructure (Bhengu, 2005 p.115). In short, people who live in these communities use these terms to indicate that marginalisation, lack of resources, as well as backwardness of many kinds, has become part and parcel of their lives, and that it has become normal. School-A is located in a community like the one described above.

4.2.2 School-B

The school is in the urban context, it is situated in Central Business District (CBD) of a town that is growing tremendously. It may not be surprising that resources such as water and electricity are readily available as well as teaching and learning materials. School-B is a former Model-C school which was reserved for Whites during the last years of apartheid government. These schools were later reclassified in terms of the South African School Act (SASA) as public schools, and admission requirements were relaxed to allow all race groups to send their children there for admission. However fee structures are such that it is only the middle class that can afford to send their children there. The staff complement was still predominantly White and female with the exception of two African ladies. The school comprises seven SMT members. The staff members are well-qualified with all of them having four-year minimum professional qualification. The teaching staff highly dedicated to their work and the pass rate in matric class is usually 100 percent.

 Clearly, the school accommodates parents who are financially well-off. This allocation of resources and facilities is largely possible because of the legacy of the past where-in

urban areas were developed based on spatio-political ideology, rather than on urban planning (Tshwane, 2006). The distinctiveness of poverty in South Africa is largely due to the interlocking factors that emanate from the unjust practices and policies of previous government (Wilson & Ramphele, 1989). Development in South Africa was subjected to the beliefs that it was a middle- class issue and such beliefs discarded the element of development and social justice (International Development Research Centre, 1995). The advent of democracy in 1994 was expected by many people to address that situation described above. For the past ten years of democracy in South Africa, the focus has remained on the socio-political arena where dominating issues have been a concern for human rights, redress in terms of access to resources and equity (The Constitution of the Republic of South Africa, 1996).

4.2.3 School-C

This school is located in a township approximately 25 kilometers outside Durban. This school was chosen as part of my research agenda to cover these three contexts of rural, urban and township contexts respectively. As it may be expected of township schools, the road to the school is tarred and this facilitates easy to the school in all weather conditions. Although the school is situated in the township it is surrounded by informal settlements which are as a result of the influx of people from different part of the country who come to cities searching for better work opportunities for work. During our informal conversations with the principal, I got a sense that the school had established networks with other urban neighbouring schools. Such networks seemed to have helped the school, and learners in particular by exposing them to much information which is usually available to their more privileged counterparts in big cities. The provision of physical resources and other equipment in this school lags behind their urban schools counterparts. For example, Overhead Projectors (OHP) are rarely available, there was not a single operational laboratory, and no proper play ground. To its credit, the school had clean running water and sanitation, electricity, photocopy machine and telecommunication facilities.

Learner enrolment at School-C stood at one thousand four hundred learners. The staff establishment was thirty eight educators. This was short of five members according to its Post Provisional Norm (PPN). The school had seven SMT members. The staff was all African. Poverty was also identified as a challenge since most of the parents were unemployed. When I came to this school for the first time, as well as for my subsequent visits, I noticed a lot of activity. There were signs of a vibrant life in the school as learners were engaged in a variety of activities. Learners have been exposed to many skills-based learning activities and they had demonstrated different talents in area such as Technical Drawing and Arts. Technical Drawing is one of the learning areas that are hardly found in rural secondary schools. Resources allocation was reminiscent of the apartheid era among the schools that participated in this study. It was clear that although the school received well-qualified educators from the University of KwaZulu- Natal nearby, the death of Teacher Learning Support Materials (LTSM) was noticed. Such a lack of TLSM compromised the quality of teaching and learning provided in the school, as these educators found it extremely difficult to implement current teaching and learning strategies without sufficient LTSM. Most of the participants stated that the budget in terms of school fees was not enough to cover their teaching and learning needs. Such a point was raised by the principal of the school when he said:

> "*Resources are insufficient, not available to assist educators. Budget in terms of school fees is not enough*" **[P-C]**.

It is evident from this principal's statement that schools in township experienced difficulties in raising funds that would help the school maintain acceptable standards of quality teaching and learning situation.

4.3 Gender presentation

The gender profiles of participants is indicated in the table below

SCHOOLS	PRINCIPALS	DEPTY PRIN.	HODs	EDUCATORS
School-A	Male	Female	Female	Male
School-B	Female	Female	Female	Female
School-C	Male	Male	Female	Male

Table: Show gender presentation in three schools.

The issue of gender in all three schools does not reflect the call for transformation towards gender equity. School-B which is the previously termed White school had all its teaching staff members in the SMT being females and they were all White. The gender profile of the teaching in School-C staff was skewed in favour of males as there was only one female out of four participants in the school. However when it comes to the composition of the SMT, seems to be a balance with a storage female representation. This can be seen as in the fact that there were six females out of nine males

4.4 Emerging themes from the data

4.4.1 The perceived role of the SMT in preparing for FET Curriculum

The themes raised by participants about the roles and functions of the SMT in leading professional development for the implementation of the FET curriculum was diverse. The SMT was seen by educators and SMT members alike to be just the vehicle for the transmission of information to and from the Department of Education. The general belief among participants was that the school principals needed to make sure that physical resources were made available in the school in order to for them to support educators. In addition, the SMT in collaboration with the SGB, had to increase the school budget in order to accommodate FET curriculum and it was argued that the principal had to know

what was happening within the school. This notion was articulated by the principal of School-C when she said:

> "*I feel it is my direct responsibility to make sure that every educator is in possession of the Department of Education's policy document and I must make sure that every parent is involved in school activities*" **[P-C].**

Most educators I spoke to formally and informally, believed that the principals as the heads of the schools should be in constant consultation with his or her SMT members regarding the latest issues pertaining to policy and professional development. Unfortunately for these educators, the overall picture emerging with regards to this issue was that not much was happening.

4.4.2 Department's workshops are the only tools for educators' professional development

There was unanimity among all the participants that workshops, that were from time to time organised by the Department of Education, were the only tool for educators' professional development. The only role played by the SMT was limited to encouraging educators to attend these workshops that are organised by the Department of Education. I have mentioned in the previous sections that the SMT did not prepare educators for the implementation of the FET curriculum. All that principals, deputy-principals and heads of departments did was to send educators to attend workshops. What has aggravated the challenge of capacity building of educators by the SMT was that there were no development programmes that had been organised by the Department of Education. Such workshops would build capacity among the SMT so that they could help prepare educators for the new curriculum.

> "*We have meetings once in two weeks, HODs come together helping each other and educators are sent to workshops*" **[EDU-B]**

The question remains, what is the role and function of the SMT in preparing educators for the implementation of the FET curriculum? Saying that their roles and functions are minimal seem to be accurate because it appears to be limited to the transmission of information from the district offices to the schools. It is also clear that some principals according to educators, understand their responsibilities in terms of being aware of the FET curriculum. However no participant has mentioned that there was any meaningful role that principals played in preparing their staff for the implementation of the FET curriculum.

4.4.3 School readiness is a serious issue: Are schools ready?

School readiness theme came up quite frequently. What all participants said about school readiness seemed to vary. Some principals made allusions that all the information was received in the form of circulars, guides, and directives. These principals believe that all they had to do was to encourage educators to attend workshops. Discussions according to these principals are done and the information is cascaded to the educators. To confirm this theme one of the principals said:

> *"I make sure that I receive all the information like circulars, encourage educators to attend workshops organised by the Department, material is insufficient to start FET"* **[P-C].**

It is clear from the list of themes generated that school readiness was the main issue. However the role that the SMT played in facilitating school readiness was only minimal. Some SMT members, particularly the principals felt that by making Department of Education's circulars available to the staff members and encouraging them to attend workshops, they were contributing to their school readiness. Other principals thought that the more information they got in terms of materials informing schools about FET curriculum, the more ready they became. This theme is closely linked to the first one on the perceived roles of the SMT. The more materials the schools received regarding the

FET curriculum the more prepared they were. To confirm such notions of the perceived readiness by school principals, one of them had this to say:

"I can say yes the school is ready although still I'm saying the material is insufficient to kick off with the FET curriculum" **[P-A]**.

It is quite evident that there was no unanimity about schools' readiness. In some schools there were beliefs that the school was ready for the implementation for the FET curriculum. Their claims of readiness emanated from the fact that they as staff members or as members of the SMT had met and talked about the FET curriculum. The HOD of School-B, for example felt that she and other members of the SMT, were ready in the school for the FET curriculum and this is what she said:

"Yes the school is ready; we consult with each other all the time" **[HOD-B].**

In the above voice there is no mention of what they understood about FET curriculum or the nature of their consultation. The above mentioned view was also shared by the educator of School-C. It is educators who felt that they as staff members were ready; it does not appear though, that the SMT was included in their understanding and conception of readiness. Principals seemed to have delegated much of the FET related tasks to educators and principals have retained only management responsibilities and that of ensuring that communication lines were open especially between them as principals, HODs and parents. In addition, this educator was more elaborate about what they had done in their school and what structures had been set up to facilitate effective implementation of the FET curriculum. He said:

"We are ready, the SMT and the curriculum committee has finished plans and they have established a curriculum which is in line with Department of Education's requirements" **[EDU-C]**.

All stakeholders that participated in the schools studied, particularly the principals, thought that they were ready to implement FET curriculum and also that they were well informed regarding the FET curriculum. From all what the participants had to say about their schools being ready, it still seemed that all those concerned were aware of their respective responsibilities. The principals' beliefs seemed to be based on the notion that educators were competent, ready and responsible for the implementation of the FET curriculum. It did not seem to concern them at all that they as principals did not understand much about the FET curriculum, let alone being able to assist their staff members in the process of becoming ready. Nevertheless, there were some indications of readiness among the teaching staff and those indictors were that staff members were already working together and they understood one another in terms of strengths and challenges.

4.4.4 Perceptions about plans and staff developmental programmes for the FET curriculum

Most of the SMT members interviewed in the three schools admitted that there were no plans for educator preparations, and also that there were no staff developmental programmes in their respective schools. However there is the data that point to the existence of some attempts to make provision for some kind of discussion of circulars should something come up from the Department of Education. It has emerged quite clearly from the data that no school among those that participated in this study had development programmes other than the workshops that the Department of Education organised for the educators. In this regard the principal of School-C had this to say:

> *"The SMT doesn't have any staff development programmes, but we rely on programmes provided by the Department"* **[P-C]**.

The SMTs did not have the capacity to provide staff development programmes especially since they had not been developed themselves in this new curriculum. It is clear therefore

that in fact the SMT was not capacitated to have developmental programmes in place at school level. One of the participants concurred with this idea of following circulars from the Department of Education when he said "the policy gives information and they work as expected". The predicament is that many members of the SMT seemed to be in the dark about what the FET curriculum entailed and they did not know what to do, but relied on what educators told them. Thus principals ended up becoming passive recipients of information from the Department of Education. This issue of the lack of internally organised development programmes is unanimously held by all participants including educators. For example the educator of School-A had this to say:

> *"There are no programmes, but we follow circulars from the Department, we rely on meetings, there is confusion on what will happen with Grade 10 examinations pertaining to common papers"* **[EDU-A]**.

The data indicates that the SMTs were expected to support educators by devising developmental programmes, liaising with Non Governmental Organisations (NGOs) such as experts from publishing companies, subject advisors, encouraging educators to support and develop one another.

There were some references to planning processes in schools but although this was very limited. The most important question for me was whether or not any planning for FET curriculum had gone on for the curriculum implementation. It has emerged from the data that issues of planning at school level is closely linked to the Integrated Quality management System (IQMS). Having said that there were, nevertheless, some indications that planning was happening although it was not systemic and sustained. The deputy-principal from School-A said that there was some planning going on in schools when she said:

> *"Our planning is once per quarter, maybe we meet for one day tackling FET. Sometimes we invite experts to give clarity on the issues that we are not yet clear about"* **[DP-A]**.

Two out of three HODs that participated in the study regarded the Integrated Quality Management System (IQMS) process as forming a key element in the staff development in their schools. They mentioned that they relied on workshops and made use of the IQMS as a mechanism for measuring educator performance and developing them where there was a need for development. One of the key elements for development strategy was through networking which was being promoted by the IQMS processes. This HOD had this to say:

> *"We allow educators to consult other schools, I mean schools that can help them with the information that they need"* **[HOD-A]**.

It needs to be noted that principals in this study did not play any active role in assisting their teaching staff members. In that way it may not be surprising when educators do not look up to them for professional development purposes. It is not surprising that compared to looking internally within schools for development purposes, educators preferred to look horizontally. Looking horizontally refers to peers at their own levels rather than looking at their seniors for support. What is emerging from this study is obviously against what literature reviewed in chapter two advocates in terms of professional development and its provision. Not withstanding that, the research conducted in South Africa in the 1990s has pointed to this reality (Nsele, 1995, Van de Vyver, 1998 and Bhengu, 1999). Educators would rather look up to other educators within the school or network with other schools but never approach the SMT for guidance and support. This is a very important revelation regarding the role that the SMT was or should be playing in providing support to the teaching staff. This is what the educator of School-A had to say in this regard:

> *"We make use of the IQMS process for both personal and professional growth where an educator is helped and developed by other educators"* **[EDU-A].**

The data also shows that there were days set aside in the schools studied for staff development. It has emerged from discussions with various participants that where SMTs have met with their staff members they have done so on Fridays and also that different schools used different times to hold such meetings. When they meet they share ideas and challenges of this FET curriculum. I must also point that, given all what principals and educators have said regarding development initiatives provided inside the schools, it is difficult to imagine what happens during the Friday meetings referred to above.

4.4.5 Perceptions about information and training received by the schools for the FET curriculum

It has emerged from the data that the time for training for the introduction of the FET curriculum was very short where such training occurred. It has also emerged that when it comes to receiving information from the Department of Education about FET curriculum, which started happening in 2003, such information is cascaded by union representatives to their respective members. The training of educators for the FET curriculum commenced in 2005 and the time was too short for the FET curriculum to be introduced the following year, 2006. Almost all the participants that were interviewed mentioned that the information about FET curriculum was insufficient and that time allocation was too short. Two principals also mentioned almost similar opinions about this issue by saying that information was insufficient and that time for training was not enough. In addition they held the view that these workshops were actually conducted concurrently with implementation of FET curriculum. The principals expressed some reservations about the timing of these training sessions for educators. They further contended that there was a clash in terms of educators' commitment to work schedule and to the workshops that were meant to prepare them for the introduction of the FET curriculum. For example one of the three principals had this to say:

> *"No, its not enough, time allocated for training is not enough... cannot do all what is required be done by the educators"* **[P-A].**

The deputy-principals' feeling about this issue is almost similar as that of the principals. The HODs responded differently to this issue. One of them felt that there was no 'yes' or 'no' answer to that question as there was no support for educators that was coming from the School Management Team. This point has been raised before that even where the SMTs thought that they were providing support by allowing educators to attend department organised workshops, such practices were not necessarily regarded by educators as providing support or contributing to staff development.

All the educators that I talked to were of the opinion that there was insufficient training and since that the FET was still new they were still struggling while the other educator said that they had not received training at all. When asked about whether or not educators had received training one of the educators responded by saying that:

> "I *wouldn't really say that I have received it...and I really don't know and I really don't know because I'm not teaching Grade 10, I haven't receive lots of staff concerning the FET curriculum* "**[EDU-B]**.

It is clear from the above voice that information regarding the FET curriculum came mainly to those educators who taught Grade Ten.

4.4.6 Professional development as a tool for the implementation of FET curriculum

Members of the SMT (principals, deputy-principals and HODs) believed that staff development could make a difference in preparing the teaching staff for the introduction of the FET. However they also seemed to be aware that they were not doing anything other than encouraging educators to attend workshops organised by the Department of Education. Regarding their conception of what staff development was about this is what the principal for School-A said:

> *"I believe very strongly that professional development helps with knowledge, and it will skill educators as it is an educator development programme"* **[P-A].**

The same idea seemed to be shared by the deputy-principal for School-C who also believed that staff development would: *"sharpen educators' skill for implementing this FET"* **[DP-C].**

The same idea about the role of staff development was expressed by HODs as well. The HODs strongly believed that professional development programmes could help improve educator performance. The HODs were saying that professional development programmes could improve educators' performance and that they as HODs were encouraging educators to improve their performance by attending such programmes because according to them, knowledge was imperative for the FET implementation. The HOD from School-A had this to say about professional development programmes:

> *"I encourage educators and they tend to perform as they become well-versed with new knowledge after being exposed to development programmes"* **[HOD-A]**.

Educators' opinions in this regard varied. Some saw professional development as support for the acquisition of knowledge for educators. The educator of School-A captured the notion of professional development thus:

> *"My understanding of professional development is that you get support; you get more knowledge about what you are doing and that will improve your performance in class"* **[EDU-A].**

There is another dimension to the understanding of development as a change process. This view of development regards development as change for the better and therefore that there is a need to adapt. Such an idea was found among all four categories of participants, namely, principals and deputy-principals, HODs as well as educators. Other principals expressed similar opinions about what they regarded as the importance of professional development for the FET curriculum. They said that there was a drastic change, and that everyone needed knowledge to change and that knowledge was dynamic. For instance the principal of School-C had this to say:

"It's important as we are dealing with knowledge here and knowledge is dynamic, it is a long life process, knowledge needs change, knowledge is changing, knowledge develops, educators ought to develop so that they are in line with development and changes that are taking place" **[P-C]**.

Similarly, all the HODs had almost the same ideas about the importance of knowledge and change when they said that things were changing; the country was changing; the needs of the community changes, and that there is always a great need for the educators to be developed so as to adapt themselves to the changes. For example an HOD had this to say:

"Things are changing; transformation has been taking place since 1994. Educators should be developed to cope with changing time and teach what is relevant to the learners" **[HOD-A]**.

The educators mentioned this on the issue of professional development. One of them said that they needed to change; the other one felt that they needed to be exposed to a variety of opportunities for growth and development. One educator said that professional development was helpful in terms of providing them with updates about what is happening. One of three educators said:

"When you don't change you will get same results, development should be continuous, it is important for the learners to acquire new skills in order to fit and adapt to the outside world" **[EDU-A].**

Professional development is generally regarded as a planned continuous process of development that enhances the quality of learning by identifying, clarifying and meeting the needs of educators within the context of the institution as a whole (Guskey, 2000

4.4.7 Support structures for ensuring professional development for the FET curriculum

The support structures contemplated in this section involves the budget allocation for the FET Curriculum development. The role of the SMT seemed believed to be overlooked in this issue of support structures, otherwise the question of building capacities would be budgeted for, but it does not seem that any budgetary provision was made by the Department of Education. The SMTs distinctive role has always been limited to house keeping related issues such as organising meetings, disseminating information from the Department of Education to the educators. The SMTs needed to be supportive structures to struggling educators, send educators to workshops and will have to liaise with the School Development Team (SDT) about new developments. Principals' responses to this issue were varied. Some have viewed support structures for the successful implementation of the FET curriculum as not being the responsibility of the SMT alone, but that of the School Governing Bodies, especially the finance and fund raising committees of the School Governing Bodies. The role of the SMT has generally been viewed as that of an initiator and the other structures such as the staff development committee and curriculum committee were expected to play active roles in ensuring that the FET was successfully implemented. Such an idea runs against the seven roles of educators and other policy directives which view the SMTs as the driving forces and providers of leadership in schools.

4.4.8 Positive and Negative features of the FET Curriculum

There is no evidence to suggest that the FET curriculum has had much benefit, either for the school or the learners. Much information was shared with all the participants about notions of staff development. Staff development programmes were deemed crucial for preparing the teaching staff for the implementation of the FET curriculum. Nevertheless, the participants believed that many stakeholders had a role to play in helping educators understand the FET curriculum. These stakeholders could include publishing companies,

subject heads and educators from other schools. They could meet and share ideas and strategies about how they could achieve their outcomes regarding FET curriculum implementation. To indicate lack of views about good features of FET curriculum the deputy-principal from School-A said:

"We do not know any kind of deficiencies, we are still learning" **[DP-A].**

The participants in this study felt that the FET curriculum had both the positive and negative aspects. Among the negative aspects, they cited the perceived lack of discussions about it among different stakeholders including school principals and other SMT members. Furthermore, participants held a view that FET curriculum did not focus on the development of writing skills among learners, yet it is a common knowledge that learners who have been taught using the Outcomes-Based Education approach lack reading skills. There was a general feeling among the participants that there was a lot of rhetoric and less time allocated to learners to do their school work.

One of the negative aspects about the FET curriculum according to the HOD of School-C included the fact that the FET curriculum was:

"…still new and educators are still workshopped …the system is not enabling educators to provide quality education" **[EDU-C].**

The above voice is an indication that some participants were still confused about this new curriculum. There is no doubts that the newness of the curriculum cannot be regarded as negative because everything has to be new at some point but people become used to it later. Furthermore, a concern has been expressed elsewhere in this document that insufficient time had been allocated to the preparation of educators. The next section is describing general ideas that participants had regarding this new curriculum.

4.5 General ideas about change and the FET curriculum

Theoretically people have always viewed change differently and therefore have always reacted to it differently. Some dislike it while others welcomes it (Bhengu, 2005, p. 1). What has emerged from this data is that change is desirable and that school management in particular needs to embrace it, manage and facilitate it. It has also emerged from the data that those schools that were successful in implementing change were those schools whose SMTs had embraced change. The principal from School-C held strong views against leaders and managers that did not embrace change. He accused them of staying in their comfort zones and when there was a need for them to change they felt like they were being enslaved. He believed that acquisition of new knowledge was change and that educators needed to be developed professionally. This is how the principal of School-C articulated his views:

> *"People do not like change, they say the English expression, says beneliarity. Knowledge is dynamic, knowledge is changing, knowledge develops so educators ought to develop to be in line with development and changes that are taking place"* **[P-C]**.

While it has emerged from this study that change needs to be embraced, managed and facilitated, there also seemed to be confusion among some SMTs that did not welcome change. The deputy-principal for School-B for instance put the idea of dealing with people who do not accept change like this:

> *"When there are major changes, and this is a major change, I think people are often reluctant to change. They say give us more time. I think it is a delaying tactic. Ultimately you got be confronted and you got to do it that is why we have done it"* **[DP-B].**

Such a view was shared by the principal of School-A when he emphasised the need for educators to be agents of change. While the educator for School-B acknowledged the point that the FET was a huge initiative in which everybody within the school needed to be involved, she seemed to subscribe to the negative view of change by cautioning

against what she termed hasty implementation. It is further noted that while most of the participants cited above regarded change as important, and that it required educators' active participation as change agents, none of them mentioned the role that the SMT should play in facilitating it. Neither did they mention the role that principals needed to play in effecting change. This scenario is worrisome considering the fact that the Department of Education regards principals and the SMTs as drivers of change and transformation at school level, but the data in this study is suggesting otherwise.

4.6 Conclusion

This chapter has focused on data presentation wherein all the participant's views, opinions and ideas were displayed. Views were different and free flow information from the participants. Most participants were very keen to share their experiences with me, sometimes without being probed to do so. It has also emerged from the data that confusion exist among some participants about what they view as negative aspects of the FET curriculum. One of the overall finding is that principals and other members of the SMT had less understanding about the FET curriculum and their roles in facilitating its successful implementation. The next chapter is focusing on analysis of the data, as well as the recommendations and conclusion of the study.

CHAPTER 5

DATA ANALYSIS INTERPRETATION AND CONCLUSION

5.1 Introduction

The broad purpose of this study was to investigate the role of SMT in leading professional development for the introduction of the FET curriculum. This chapter presents the findings and the analysis of those findings. The format of the discussion is such that the main findings are presented first and these findings are directly linked to the research questions. Thereafter follows general findings and discussions.

5.2 What are the perceived role and function of the SMT in leading professional development for the introduction of the FET curriculum?

This study has shown that basically the role of the SMT is that of transmitting information from the Department of Education to the teaching regarding workshops that the Department of Education may have organised for them. From the educators' perspectives there is no expectation that the SMTs should do anything more than that. The data collected shows that the SMTs were not preparing educators for professional development. The educators in all the three schools that participated in the study were struggling on their own. It has emerged from the data that while staff development programmes are regarded as important for educators to have better skills, principals and other members of the SMT were not necessarily expected to provide support that ensures such skills were obtained. The literature points to professional development as providing fertile ground and opportunities for growth. Frank (1967) for example, regards development as offering equal opportunities when it is a well-planned development initiative.

5.3 What plans and procedures for implementing the professional development has the SMT initiated in the school?

The data has indicated that, by and large, there were no plans that schools had organised with a view to preparing educators for the implementation of the FET curriculum. However, it also emerged from the data that there were isolated cases where some SMTs have organised some meetings, at least four times a year, for the teaching staff. In addition, some experts are alleged to have been invited to empower educators professionally. Some SMTs that participated in this study said that they (SMT) were support structures for the educators. At the same time they mentioned that they did not understand much about the FET curriculum and also that they were not providing support to their staff members. What was disturbing was that although some principals pride themselves for bringing information to educators about workshops, some of the principals did not regard staff development programmes as part of their responsibility. This is despite the popular view that human resources management is the responsibility of management in every institution. One deputy-principal inferred that professional development was not part of the job description given to deputy principals. "…*this doesn't stretch out into my job description as professional development, it is not part of my responsibility*" (**DP-C**)

The above idea is not surprising when one looks at the fact that management has not received the support that educators in post-level one receive in the form of workshops.

5.4 How effective is the professional development programmes in schools to ensure school readiness?

This is one of the most difficult questions to answer given that effectiveness is mainly focused on the outcomes. This particular study was about readiness of schools and the role of SMTs in preparing the teaching staff for the implementation of the FET curriculum. What has emerged from the data is that there was no agreement among all the participants about whether or not schools were ready to implement this curriculum. Two factors contributed to this problem. One is that SMT members were not trained in any

way to build capacity as it had happened with post-level one educators. Related to this point is the fact that even those schools that claimed that they were ready to implement this curriculum also complained that they did not get sufficient time to prepare.

Another finding related to the one expressed in the above paragraph is that it was mainly educators who felt that they were ready to implement the FET curriculum. It may not be surprising as to why this was so. All principals in the participating schools had delegated much of the FET curriculum related tasks to educators while they retained the management responsibilities, and they were ensuring that communication lines were open especially between them, the HODs as well as the parents. The HOD of School-B said that the school was ready for the implementation of the FET curriculum. The educator of School-C also said that educators were competent and responsible for the implementation of the FET Curriculum. He gave other attributes such as teamwork and the view that their principal knew exactly what was required of him. He claimed that staff members worked together and that they understood each other. He continued saying that principals know their direct responsibility and that they instruct educators and other members of the staff to do what is required of them. The HODs were directly involved and parents were informed of the shared responsibility of leading their children into adulthood.

5.5 The IQMS has a crucial role to play in implementing the FET curriculum.

Although this study did not have IQMS as its focus, it emerged nevertheless that the IQMS processes in schools were playing an important role of providing fertile grounds for educators' professional growth. In addition, peer mentoring was surfacing strongly in the absence of mentoring from the SMT. In chapter one the researcher indicated that there was a problem regarding capacity building among the SMT. The SMTs are theoretically expected to provide support to other staff members particularly with regards to the implementation of the FET curriculum. The data has shown that the capacity to provide support to educators was not happening. The reason was that the SMTs had not received support from the Department of Education. It also emerged from the data that some principals did not regard it their responsibility to develop their staff members. Hence to some of the principals and deputy-principals and HODs, it was sufficient to

inform educators about workshops that have been organised by the Department and to encourage them to attend those workshops.

The general belief that principals are supposed to make sure that resources are available is in line with Bradford and Cohen's (1984) model of the manager as the developer. The manager should be equipped with building a shared responsibility team, continuously developing individual skills, and determining and building department vision, (Bradford & Cohen, 1984). Once all the team members believe in one goal, there is no antagonistic feeling as to which direction the whole organisation is heading (Bradford & Cohen, 1984).

The other feeling was that the Department of Education should invest in education through the continuous development of educators through life-long learning programmes. Such programmes should be well-resourced and well catered for in terms of budget, and the aim should be spelt out, for assisting educators. Most educators believed that the channels of communication between the heads of department and principals of the schools should always be open. Educator learning is most likely to occur if educators have sustained opportunities to study, to experiment with and to receive helpful feedback on specific innovations. Yet, most professional activities are brief workshops, conferences or courses that make no provision for long-term follow up and feedback (Hendricks 2004).

5.6 Recommendations

The recommendations are directed to the two main stakeholders, namely the Department of Education and members of the SMT. The SMTs are the main role players in providing support to the teaching staff with a view of ensuring that teaching and learning which is at the centre of school activities, is indeed taking place effectively.

Recommendations to the Department of Education

One area that needs to be addressed by the Department of Education is to be ready to engage in a robust and constructive debate on the future of the FET curriculum. Linked to that debate is the question of professional development of educators which needs to be part of the discourse in education. The second recommendation directed at the Department of Education is that it needs to consider school principals and other members of the SMT when introducing new programmes. Capacity building exercises need to be embarked upon by this sector before it can be extended to all the educators. I think that wrong signals are being sent out whereby post-level one educators are now regarded as agents of change at school level; that is an anomaly and it should not happen.

Recommendations directed at school principals

The above view is also at play here; principals and other members of the SMT are drivers of the transformation process and as such, need to be conversant with all policy documents and need to understand new policies. Delegation of duties should not be viewed as abrogation of responsibilities whereby, principals delegate curriculum related tasks to educators just because educators are responsible for curriculum delivery. School principal in particular, and SMTs in general, need to be abreast of all the changes that are taking place in their schools. The picture that emerged from this study whereby principals and SMT members relegate curriculum-related matters to the educators domain is disturbing. Principals need to be abreast of all developments and should be in a position to facilitate development in their schools. They cannot fulfil their mandate if educators, who should be the recipients of support are the ones that know more and prefer only peers rather than the support provided by the SMT.

5.7 Conclusion

This study has demonstrated a number of shortcomings and anomalies in the current practices in some of the schools. It has shown amongst other things that critical issues such as staff development which used to be in the domain of principals is now located in other domains. Educators no longer look upwards for guidance and support, but rather

look sideways among their peers both inside their schools and in the neighbouring schools. This study has also dispelled notions that since urban schools are exposed to many resources, management in those schools is expected to understand more about a number of policy areas. We have seen in this study that the principal of School-B which is a former Model-C school located in town, did not have adequate understanding of the FET curriculum. In short principals from township and rural context do not necessary know less in terms of the FET curriculum. This study covered three schools only and more information is needed about current situation in schools regarding the implementation of the FET curriculum. This research is just one little contribution to what can be known about this new curriculum. More still needs to be done in terms of different approaches to research such as survey and ethnographic studies which could focus on different issues of the FET curriculum.

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APPENDIX A
<div style="text-align: right">

46 Sandhurst Avenue

New Germany

3610

 30 April 2006
</div>

Dr Mthabela

Department of Education

Private Bag X9137

Pietermaritzburg

 3200

Sir

<u>RE-REQUEST FOR PERMISSION TO CONDUCT RESEARCH</u>

I am registered as a Masters student in the School of Education at the University of KwaZulu-Natal Edgewood Campus in the current academic year. The programme is a two year degree which involves course work and a dissertation.

The dissertation entails undertaking research in the area of Management. My research topic is:

> **The Role of SMT in Leading Professional Development for the Introduction of the FET Curriculum at 3 Schools within the Pinetown District.**

I request your permission and support to enable me to undertake the study at your 3 schools. I would like to conduct the research during the school year 2006. It would be a qualitative study that will involve mainly interviews with the SMT members and 1 Educator from each school.

It is anticipated therefore, that the evaluation of the findings of this research project will be used to inform policy makers in education within the confines of the FET band about how SMTs could effect positive change in the development of professionalism when programs are implemented.

Your co-operation would be greatly appreciated.

Yours Faithfully

……………………
Mrs F. Mkhwanazi

PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI
PROVINSIE KWAZULU-NATAL

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| **INHLOKOHHOVISI** | **PIETERMARITZBURG** | **HEAD OFFICE** |

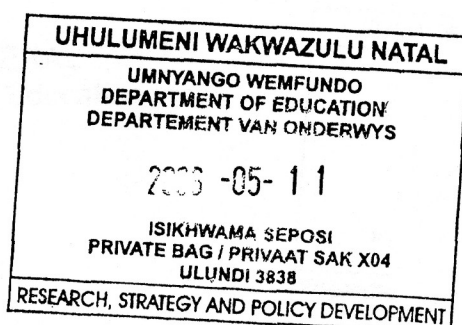| Enquiries:	Reference:	Date:
Imibuzo: **Sibusiso Alwar**	Inkomba: **0143/06**	Usuku:**11 May 2006**
Navrao:	Verwysing:	Datum:

RE: PERMISSION TO CONDUCT RESEARCH

TO WHOM IT MAY CONCERN

This is to serve as a notice that Fikile Mkhwanazi has been granted permission to conduct research with the following terms and conditions:

➢   That as a researcher, he/she must present a copy of the written permission from the Department to the Head of the Institution concerned before any research may be undertaken at a departmental institution.

➢   Attached is the list of schools she/he has been granted permission to conduct research in. however, it must be noted that the schools are not obligated to participate in the research if it is not a KZNDoE project.

➢   Fikile Mkhwanazi has been granted special permission to conduct his/her research during official contact times, as it is believed that their presence would not interrupt education programmes. Should education programmes be interrupted, he/she must, therefore, conduct his/her research during nonofficial contact times.

➢   No school is expected to participate in the research during the fourth school term, as this is the critical period for schools to focus on their exams.

for SUPERINTENDENT GENERAL
KwaZulu Natal Department of Education

UHULUMENI WAKWAZULU NATAL

UMNYANGO WEMFUNDO
DEPARTMENT OF EDUCATION
DEPARTEMENT VAN ONDERWYS

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ISIKHWAMA SEPOSI
PRIVATE BAG / PRIVAAT SAK X04
ULUNDI 3838

RESEARCH, STRATEGY AND POLICY DEVELOPMENT

PROVINCE OF KWAZULU-NATAL
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Enquiries: Imibuzo: **Sibusiso Alwar** Navrae:	Reference: Inkomba: 0143/06 Verwysing:	Date: Usuku:11 May 2006 Datum:

To: **Fikile Mkhwanazi**
46 Sandhurst Avenue
New Germany
3610

RE: APPROVAL TO CONDUCT RESEARCH

Please be informed that your application to conduct research has been approved with the following terms and conditions:

That as a researcher, you must present a copy of the written permission from the Department to the Head of the Institution concerned before any research may be undertaken at a departmental institution bearing in mind that the institution **is not obliged to participate** if the research is not a departmental project.

Research should not be conducted during official contact time, as **education programmes should not be interrupted,** except in exceptional cases with special approval of the KZNDoE.

The research is not to be conducted during the fourth school term, except in cases where the KZNDoE deem it necessary to undertake research at schools during that period.
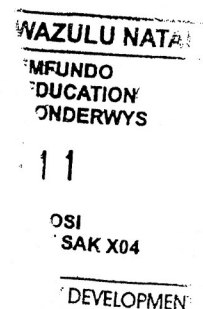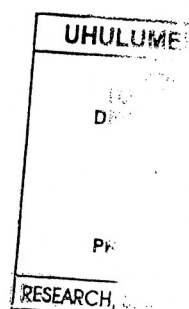
Should you wish to extend the period of research after approval has been granted, an application for extension must be directed to the Director: Research, Strategy Development and EMIS.

The research will be limited to the schools or institutions for which approval has been granted.

A copy of the completed report, dissertation or thesis must be provided to the RSPDE Directorate.

Lastly, you must sign the attached declaration that, you are aware of the procedures and will abide by the same.

_____
for **SUPERINTENDENT GENERAL**
KwaZulu Natal Department of Education

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RESEARCH,   DEVELOPMEN

UNIVERSITY OF
KWAZULU-NATAL

RESEARCH OFFICE (GOVAN MBEKI CENTRE)
WESTVILLE CAMPUS
TELEPHONE NO.: 031 – 2603587
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7 MARCH 2007

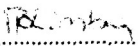**MRS. F MKHWANAZI (205521122)**
EDUCATION STUDIES

Dear Mrs. Mkhwanazi

ETHICAL CLEARANCE APPROVAL NUMBER: HSS/0057/07M

I wish to confirm that ethical clearance has been granted for the following project:

"The role of SMT in leading professional development for the introduction of the FET Curriculum in 3 Schools within Pinetown District"

Yours faithfully

MS. PHUMELELE XIMBA
RESEARCH OFFICE

cc. Faculty Research Office (Derek Buchler)
cc. Supervisor (Dr. TT Bhengu)

2007 -03- 0 9

APPENDIX D

INTERVIEW-GUIDE FOR THE SMT MEMBERS

SEMI-STRUCTURED INTERVIEW QUESTIONS

1. What is your understanding of the FET curriculum?

2. What are you doing in preparing educators for this FET?

3. Has the school received adequate information, training and support for the FET curriculum to be implemented?

4. Why do you think that professional development is important to the educators?

5. What plans and procedures are in place to prove that SMT is sufficiently orientated to lead professional development for the implementation of the FET Curriculum?

6. How do you set aside time for professional development in your school?

7. What support structures have you put in place to ensure that professional development takes place?

8. Were the educators given enough time to think, to change and to integrate new knowledge and methodologies?

9. What are you doing to ensure school readiness for the implementation of the FET Curriculum?

10. Who is directly involved in professional development process of FET in the school?

11. How do you strengthen good features and reduce bad features of the FET curriculum?

12. What suggestions do you have to improve school readiness for the FET curriculum?

APPENDIX E

INTERVIEW-GUIDE FOR THE EDUCATORS

SEMI-STRUCTURE INTERVIEW QUESTIONS

1. What is your understanding of the FET curriculum?

2. Has the school receive adequate information, training and support for the FET curriculum to be implemented?

3. Why do you think that professional development is important for the educators?

4. What is the SMT doing in preparing educators for the FET curriculum?

5. What plans and procedures are in place to prove that SMT is sufficiently orientated to lead professional development for the implementation of the FET curriculum?

6. How does the SMT set aside time for professional development in your school?

7. What support structures has the SMT put in place to ensure that professional development take place?

8. Were the educators given enough time to think, to change and to integrate new knowledge and methodologies?

9. What is the SMT doing to ensure school readiness for the implementation of the FET curriculum?

10. Who is directly involved in professional development process of the FET curriculum in the school?

11. How do you strengthen good features and reduce bad features of the FET curriculum?