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APPENDICES

Appendix A:
Ethical clearance certificate

Appendix B:
Thesis Title

Appendix C:
Application letter to the Provincial Head of Department
to conduct research in the region

Appendix D:
Letter of permission to conduct research from the
Provincial Head of Department

Appendix E:
Letter of informed consent

Appendix F:
Principals' questionnaire

Appendix G:
Deputy principals' and HOD's questionnaire

Appendix H:
Interview schedule for principals

Appendix I:
Raw data from structured interviews

Appendix J:
Certificate of proof of editing

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APPENDIX A:

ETHICAL CLEARANCE CERTIFICATE
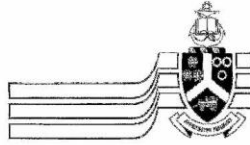
UNIVERSITY OF PRETORIA

FACULTY OF EDUCATION

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	**CLEARANCE NUMBER :**	EM09/08/01
DEGREE AND PROJECT	PhD Variables related to instructional leadership and its contribution to learner performance.	
INVESTIGATOR(S)	Barber Mbangwa Mafuwane	
DEPARTMENT	Department of Education Management and Policy Studies	
DATE CONSIDERED	24 August 2010	
DECISION OF THE COMMITTEE	APPROVED	

Please note:

For Masters applications, ethical clearance is valid for 2 years
For PhD applications, ethical clearnace is valid for 3 years.

CHAIRPERSON OF ETHICS COMMITTEE   Prof L Ebersohn

DATE   24 August 2010

CC   Dr K Bipath

                                                                   Ms Jeannie Beukes

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.

APPENDIX B:

THESIS TITLE

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education
Student Administration

31 August 2011

STUDENT NO: 20229667/04315391

Mr BM Mafuwane
PO Box 979
Mkhuhlu
1246

Dear Mr Mafuwane

APPROVAL OF TITLE: THESIS

DEGREE: PhD: Education Management, Law and Policy

I have pleasure in informing you that the following has been approved:

TITLE: The contribution of instruct leadership to learner performance

SUPERVISOR: Dr K Bipath
CO-SUPERVISOR: Dr M Gallie

The requirements for theses are listed in the General Information and Regulations of the University. Consult Regulations G.45 to G.61 which are related to theses and the assessment thereof.

Summarised guidelines for the submission and technical details of theses, a checklist as well as a "Notice of Submission" are attached. Kindly note that, in accordance with Regulation G.60 1(a), your written "Notice of Submission" should reach the Student Administration three months prior to submission.

Your registration as a student must be renewed annually before 28 February until you have complied with all the requirements for the degree. You will only be entitled to the guidance of your supervisor if annual proof of registration is submitted.

Yours sincerely

for **DEAN**
FACULTY OF EDUCATION

UNIVERSITEIT VAN PRETORIA
FAKULTEIT OPVOEDKUNDE / FACULTY OF EDUCATION

2011 -09- -5

STUDENTE/STUDENT ADMIN
EK662
UNIVERSITY OF PRETORIA

APPENDIX C:

LETTER OF APPLICATION TO THE PROVINCIAL HOD TO CONDUCT RESEARCH IN THE BUSHBUCKRIDGE REGION

Ref: 81035811   P.O. Box 979

Enq: Mafuwane B.M   MKHUHLU

Cell: 082 594 7679   1246

Email: barbermafuwane@webmail.co.za   20 April 2009

The Head of Department

Department of Education

Mpumalanga Provincial Government

Private Bag x11341

NELSPRUIT

1200

Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SECONDARY SCHOOLS IN THE BUSHBUCKRIDGE REGION

I, B.M. Mafuwane, persal number: 81035811, hereby request permission to conduct research in secondary schools in the Bushbuckridg Region. I am probing into the following topic: *Variables related to instructional leadership and its contribution to learner performance in the matriculation examination.*

My research will have two phases during which I will interact with principals of secondary schools. The first phase will involve distributing questionnaires to all the principals of public secondary schools in the region. The second phase will involve structured interviews with five principals who will be sampled according to the performance of their schools in the grade 12 examinations from 2004 to 2008.

I would like to assure your office that if permission is granted, I will ensure that my research activities do not interfere with my own work as an employee of the Department and that

teaching and learning in the affected schools are not affected. I will further ensure that on completion of the study, a copy of the thesis is made available to the employing authority.

I hope your office will find this request to be in order

Yours faithfully

....
Barber M. Mafuwane

MPUMALANGA PROVINCIAL GOVERNMENT

Government Boulevard
Building 5, Upper Ground Floor
Riverside Park
NELSPRUIT
1200
Republic of South Africa

Private Bag X11341
NELSPRUIT
1200
South Africa

Tel. No.: (013) 766 5462
Fax No.: (013) 766 5577

Department of Education

Office of the HOD

Litiko LeTemfundvo　　*Umnyango weFundo*　　*Departement van Onderwys*　　*Umnyango weze Mfundo*

Enquiries: A.H. Baloyi@013 766 5476　　　　21 July 2009

Mr. Mafuwane B.M. (81035811)
P.O. Box 979
MKHUHLU
1246

RE: APPLICATION TO CONDUCT RESEARCH IN OUR POST PRIMARY SCHOOLS. (BUSHBUCKRIDGE REGION).

Your application (dated 10 July 2009) to conduct scientific research in the selected schools in Mpumalanga Province (Bushbuckridge Region) was received on the 10 July 2009.

Your motivation for the research demonstrates that the findings and the subsequent recommendations will also benefit the Department and the schools in particular. Based on the strength of your motivation the Department therefore approves your application and further wishes you a successful research study in our schools. Attached is the Department of Education's research manual which helps to regulate all research activities in our schools. I therefore request that you observe the guidelines as provided in the manual as far as possible.

We request that   after the completion of your research project you prepare a presentation of the findings and recommendations to the Mpumalanga Department of Education.

If you need more support, please contact Mr. A.H. Baloyi at 013 766 5476 or 072 201 4043.

Best wishes with this important research.

21/07/2009

Dr. T. NGOMANE
ACTING HEAD OF DEPARTMENT

DATE

All hands on deck: pioneering quality education and training for all　　MPUMALANGA
A Pioneering Spirit

APPENDIX E:
LETTER OF INFORMED CONSENT
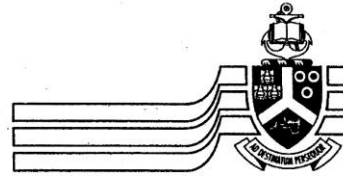
University of Pretoria

Pretoria 0002 Republic of South Africa Tel (012) 420 4111
Fax (012) 362 5168 /362-5190
http://www.up.ac.za

Faculty of Education
School of Educational Studies
Department of Education Management
and Policy Studies

INFORMED CONSENT

RESEARCH TOPIC: Variables related to instructional leadership and their contribution to the improvement or learner achievement.

DATE:..

Dear Participant

You are invited to participate in a research project aimed at investigating the variables related to instructional leadership and the contribution of these variables to the improvement of the National Senior Certificate results.

Your participation in this research project is voluntary and confidential. You will not be asked to reveal any information that will allow your identity to be established, unless you are willing to be contacted for individual follow-up interviews. Should you declare yourself willing to participate in an individual interview, confidentiality will be guaranteed and you may decide to withdraw at any stage should you wish not to continue with an interview. Also note that the interviews will be recorded for data capturing purposes and that the results of this study may be published in a journal. In both instances, your identity will always be protected.

If you are willing to participate in this study, please sign this letter as a declaration of your consent, i.e. that you participate in this project willingly and that you understand that you may withdraw from the research project at any time. Under no circumstances will your identity be made known to any parties or organizations that may be involved in the research process.

STATEMENT OF CONSENT

I.. hereby consent that I participated in this research project out of my own free will and voluntarily shared my thoughts and experiences in this interview / completion of this questionnaire. The researcher explained to me the purpose of the research and I was informed and guaranteed my right to confidentiality. I fully acknowledge that this information will be used solely for PhD studies and not for commercial purposes and thereby give consent to the researcher to use this information.

Participant's signature.. DATE....................................

Researcher's signature... DATE...................................

Supervisor's signature... DATE...................................

APPENDIX F:

QUESTIONNAIRE FOR PRINCIPALS

QUESTIONNAIRE FOR PRINCIPALS

CONSENT

I participated in this study out of my own free will and voluntarily shared my thoughts and experiences in this questionnaire. The researcher explained to me the purpose of the research and guaranteed my right to confidentiality. I agree for the researcher to publish the information contained in this questionnaire provided that my name and that of my school will not be revealed in any form of documentation. I fully acknowledge that this information should be used solely for PhD studies and not for commercial purposes and thereby give consent to the researcher to use this information.

....

Signature   Date

Respondent number	For office use only
	Vo [＿＿＿＿]

A.DEMOGRAPHIC DETAILS

INSTRUCTINS: For ALL the questions put a cross next to the appropriate response or write your response in the space provided;

1. **Gender:**

		V1 [＿＿＿＿]
1.Male		
2.Female		

2. **Age in years.....................**   **V2** [＿＿＿＿]

3. **Marital status:**

1.Married		**V3.1** [＿＿＿＿]
2.Single		**V3.2** [＿＿＿＿]
3.Co-habiting		**V3.3** [＿＿＿＿]
4.Widowed		**V3.4** [＿＿＿＿]
5.Divorced		**V3.5** [＿＿＿＿]

4. _**Highest**_ **qualifications attained:**

1.Teachers' diploma		**V4.1** [＿＿＿＿]
2.Bachelor's degree		**V4.2** [＿＿＿＿]
3.Bachelor of Education / B.Ed Honours		**V4.3** [＿＿＿＿]
4.BA Honours		**V4.4** [＿＿＿＿]
5.Master's degree		**V4.5** [＿＿＿＿]
6.Doctor's degree (PhD)		**V4.6** [＿＿＿＿]
7 Other: Specify		**V4.7** [＿＿＿＿]

5. **Indicate the number of years that you served in the following positions:**

1.CS1 educator	
2.HOD	
3.Deputy Principal	
4.principal	

V5.1

V5.2

V5.3

V5.4

6. **Type of school**

1.Publid ordinary secondary school	
2.public comprehensive school	

V6.1

V6.2

7. **Your school is situated in a...........**

1.Rural area	
2.Urban area	
3.Township	
4.Informal settlement	

V7

8. **This question and the accompanying sub-questions may require you to consult school records which may require you to secure the assistance of another staff member. It is important that you get the correct records so that the information provided reflects the circumstances in your school as accurately as possible.**

V8.1 2004

V8.1 2005

V8.1 2006

V8.1 2007

8.1 **Indicate for each year the number of learners who enrolled for the grade 12 examinations:**

2004	2005	2006	2007	2008

V8.1 2008

8.2 Indicate for each year, the number of learners who passed grade 12:

2004	2005	2006	2007	2008

V8.2 2004 ☐

V8.2 2005 ☐

V8.2 2006 ☐

V8.2 2007 ☐

V8.2 2008 ☐

9. Approximately what percentage of learners in your school comes from the following backgrounds (the percentage should add up to 100%).

	Percentage
1.Economically disadvantaged homes	
2.economically affluent homes	

V9A ☐

V9B ☐

10. Language of instruction in your school:

1.English	
2.Afrikaans	
3.Dual medium (two languages simultaneously)	
4.Parallel medium (two languages for some subjects in different classes).	

V10 ☐

11. Do you have a qualification in, or did you attend in-service training (INSET) interventions on instructional leadership?

1.	YES	
2.	NO	

V11 ☐

12. If your answer to 11 above is YES, to what extent has it enhanced your instructional leadership capacity?

1.	Greatly	
2.	Partially	
3.	Not at all	

13. What is the total instructional time for grade 12 excluding breaks, in a typical day?

14.

................hours and................minutes

V13H

V13M

14. By end of the year, approximately what percentage of time in your role as principal will you have spent on the following activities? (write in the percentage and the total should add to 100%).

Activities	%
14.1 Administrative duties	
14.2 Instructional leadership	
14.3 Supervision	
14.4 Teaching	
14.5 Public relations	
14.6 Other (Specify)	

V14.1

V14.2

V14.3

V14.4

V14.5

V14.6

15. How would you characterize each of the following within your school?

V15.1

	Very high	High	Medium	Low	Very low
1. Teachers' job satisfaction	1	2	3	4	5
2. Teachers' understanding of the school's curricular goals	1	2	3	4	5

V15.2

3. Teachers' degree of success in implementing the school's curriculum	1	2	3	4	5
4. Teachers' expectations of learners' performance	1	2	3	4	5
5. Parental support for learners' performance	1	2	3	4	5
6. Parental involvement in school activities	1	2	3	4	5
7. Learners' desire to do well in their studies	1	2	3	4	5

V15.3

V15.4

V15.5

V15.6

V15.7

16. **During the past four years, what percentage of your grade 12 educators have been involved in professional development opportunities targeted at the following:**

	None	25%	26-50%	51-75%	76-100%
1. Supporting the implementation of the NCS.	0	1	2	3	4
2. Designing and/or supporting the school's own improvement goals.	0	1	2	3	4
3. Improving content knowledge.	0	1	2	3	4
4. Improving teaching skills.	0	1	2	3	4

V16.1

V16.2

V16.3

V16.4

5. Using information and communication technology for educational purposes.	0	1	2	3	4

17.   Indicate the extent to which the following are used in your school to evaluate the practice of grade 12 educators:

17.1 Observation by the principal or senior staff

No extent	1	2	3	4	5	6	Very large extent

V17.1

17.2 Observation by circuit manager or other persons external to the school

No extent	1	2	3	4	5	6	Very large extent

V17.2

17.3 Learner achievement

No extent	1	2	3	4	5	6	Very large extent

V17.3

17.4 Teacher peer review

No extent	1	2	3	4	5	6	Very large extent

V17.4

Thank you for completing this questionnaire.

APPENDIX G:

QUESTIONNAIRE FOR DEPUTY PRINCIPALS AND HODs

<u>DIRECTIONS FOR THE COMPLETION OF THE QUESTIONNAIRE</u>

This questionnaire consists of questions that must be answered by HODs and Deputy Principals ONLY. The purpose of this part is to gather information regarding your perceptions about instructional leadership practices in your schools. There are no correct or wrong answers. The researcher is only interested in your frank opinion.

This part of the questionnaire is structured according to FOUR variables which are related to effective school leadership and school effectiveness. Familiarize yourself with each variable and then indicate your responses on the questionnaire.

A.   Promoting frequent and appropriate school-wide teacher development activities.

B.   Defining and communicating shared vision and goals

C.   Monitoring and providing feedback on the teaching and learning process

D.   Managing the curriculum and instruction

Please answer each of the following questions by marking the appropriate box. The following scale is used for all items.

1. No extent	2. Very small extent	3. Small extent
4. Moderate extent	5. Large extent	6. Very large extent

Example:

To what extent is your principal accessible to educators?

(If you believe that your principal is accessible to a large extent, put a cross next to 5 as shown below)

No extent	1	2	3	4	5 X	6	Very large extent

Respondent number	For office use only
	V0

A. Promoting frequent and appropriate school-wide teacher development activities.

1. Does your principal encourage teachers to attend professional development activities that are aligned to school goals?

V1

No extent	1	2	3	4	5	6	Very large extent

2. Does he/she plan for professional development around teacher needs and wants?

V2

No extent	1	2	3	4	5	6	Very large extent

3. To what extent does he/she support individualized professional development?

V3

No extent	1	2	3	4	5	6	Very large extent

4. To what extent does he/she plan professional development in-service with teachers?

V4

No extent	1	2	3	4	5	6	Very large extent

5. To what extent does he/she provide professional materials and resources to teachers?

V5

No extent	1	2	3	4	5	6	Very large extent

6. To what extent does he/she provide for in-house professional development opportunities around instructional best practices?

No extent	1	2	3	4	5	6	Very large extent

V6 [   ]

7. To what extent does he/she schedule time on in-service collaboration among teachers?

No extent	1	2	3	4	5	6	Very large extent

V7 [   ]

B. **Defining and communicating shared vision and goal**

8. To what extent does your principal use data on learners' achievement to guide faculty discussion on the instructional program?

No extent	1	2	3	4	5	6	Very large extent

V8 [   ]

9. To what extent does he/she encourage teachers to use data analysis of learners' academic progress?

No extent	1	2	3	4	5	6	Very large extent

V9 [   ]

10. To what extent does your principal communicate the school's academic goals to teachers?

No extent	1	2	3	4	5	6	Very large extent

V10 [   ]

11. To what extent does he/she work with teachers to interpret assessment data for instructional implications?

No extent	1	2	3	4	5	6	Very large extent

V11 [   ]

12. To what extent does he/she use school goals when making decisions?

No extent	1	2	3	4	5	6	Very large extent

V12

Error!

13. To what extent does he/she develop school goals that promote high standards and expectations for all learners?

No extent	1	2	3	4	5	6	Very large extent

V13

14. Does he/she set high but achievable standards for all learners?

No extent	1	2	3	4	5	6	Very large extent

V14

C. Monitoring and providing feedback on the teaching and learning process.

15. To what extent does he/she conduct classroom visits to ensure that classroom instruction aligns with school goals?

No extent	1	2	3	4	5	6	Very large extent

V15

16. Does he/she monitor classroom practices for alignment with regional curriculum?

No extent	1	2	3	4	5	6	Very large extent

V16

17. Does he/she work with learners on academic tasks?

No extent	1	2	3	4	5	6	Very large extent

V17

18. Does he/she stay in the office the whole day?

No extent	1	2	3	4	5	6	Very large extent

V18

19. To what extent does he/she observe teachers for professional development instead of evaluation?

No extent	1	2	3	4	5	6	Very large extent

V19

20. Does he/she evaluate teachers to improve instructional practice?

No extent	1	2	3	4	5	6	Very large extent

V20

21. Does he/she provide feedback of teacher effort?

No extent	1	2	3	4	5	6	Very large extent

V21

22. Does he/she provide feedback of learner effort?

No extent	1	2	3	4	5	6	Very large extent

V22

D. Managing the Curriculum and instruction.

23. To what extent does your principal ensure that the classroom objectives are consistent with the stated academic goals of the school?

No extent	1	2	3	4	5	6	Very large extent

V23

24. Does he/she evaluate teachers on academic objectives directly related to the approved national curriculum?

No extent	1	2	3	4	5	6	Very large extent

V24

25. Does your principal make clear who is responsible for coordinating the curriculum across grade levels?

No extent	1	2	3	4	5	6	Very large extent

V25

26. Does he/she participate actively in the review and/or selection of curricular materials?

No extent	1	2	3	4	5	6	Very large extent

V26

27. To what extent does he/she encourage the use of program evaluation for future curriculum planning?

No extent	1	2	3	4	5	6	Very large extent

V27

28. To what extent does he/she work in consultation with teachers to assess and revise each grade's instructional program?

No extent	1	2	3	4	5	6	Very large extent

V28

29. How would you rate your principal with regard to Curriculum related issues? Use the three-point scale below and circle the appropriate score, where 1 represents "poor", 2 represents "fair" and 3 represents "excellent."

Activities	P	F	E
1. Knowledge of current developments in the curriculum.	1	2	3
2. Attendance and participation in curriculum related workshops.	1	2	3
3. Communication of curriculum goals to teachers.	1	2	3

V29.1

V29.2

V29.3

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

APPENDIX H:

INTERVIEW SCHEDULE FOR PRINCIPALS

This study is underpinned by **FOUR VARIABLES** which are related to instructional leadership, namely:

- Promoting frequent and appropriate school-wide teacher development activities;
- Defining and communicating shared vision and goals;
- Monitoring and providing feedback on the teaching and learning process; and
- Managing the curriculum and instruction.

1. As an instructional leader, can you arrange these variables in order of their importance and indicate how they contribute to the achievement of your school's goals.

2. How much time do you devote to the enactment of your instructional leadership roles, e.g. time spent on teacher development activities?

3. What, in your opinion, is the purpose of supervision and do you view supervision of the teaching and learning process as part of your responsibilities as a principal?

4. As a principal, what support do you need in order to be a better instructional leader and to what extent does the department provide such support (if any) to your school and to you as principal.

5. As a principal, how do you support your teachers with regard to their instructional obligations?

6. Comment on the following statements:

7.

6.1 "the higher the qualifications of the/a principal, the better the results of his/her school will be."

6.2 "there is a degree of compatibility between the performance expectations of the principal and the support that the department gives to the principal."

6.3 "the improvement/decline in the achievement of learners in the National Senior Certificate is influenced by the enactment of instructional leadership by the principal."

8.   How do you distribute your leadership/management activities from Monday to Friday?

9.   Do you conduct a weekly, monthly, or quarterly audit of your leadership/management activities and if you do, on which activity/activities do you spend most your time in a week, month or quarter.

10.   On the basis of your response to the above question, to what extent do you think that the activity/activities on which you spend most of your time contribute to the improvement of teacher effectiveness and learner performance?

APPENDIX I:
RAW DATA OF THE RESPONSES OF PRINCIPALS ON THE STRUCTURED INTERVIEWS

| Themes	Responses of the Principals				
	Mr Platinum	**Mr Gold**	**Mr Gold Dollar**	**Mr Silver**	**Mr Sylvester**
5.3.1 Theme one: the amount of time that the principal devotes to the enactment of IL.	It is not easy to give an appropriate answer to this question. Interference from the department disturbs all forms of planning. I would like to devote 60% of my time on IL.	I spend three hours teaching every day. One and a half hours is spent on administrative issues and interacting with stakeholders. I spend one hour everyday supporting educators and dealing with identified gaps from interacting with teachers.	I cannot say in terms of figures but I spend the largest percentage of my time on IL.	I am not satisfied with the amount of time that I spend dealing directly with matters related to IL. I spend 15% of my time on IL and the rest is spent on the department's accidental meetings which derail most principals from their programs.	I spend 50% of my time everyday on administration, 10% on teacher development, 15% on monitoring, evaluation and providing feedback, 20% on other activities such as parents, and the SGB, and 5% on teaching.
5.3.2 Theme two: the principal's opinion with regard to supervision and whether the principal views supervision as part of his/her responsibilities.	Supervision ensures that all teachers and learners comply with the set standards. It also ensures that there is no deviation from the norm. My view is that supervision is part of my responsibilities as an instructional leader.	I regard supervision as one of my responsibilities. It is also a policy directive of the department of education. Supervision, like monitoring, works towards the achievement of the school goals. A school that does not supervise or monitor its activities is working towards its downfall.	Where there is no vision, people perish, where there is no supervision, people perish. Supervision to me is very significant because it is through supervision that we are able to align our curriculum goals to the vision of the school.	The Employment of Educators Act refers to the principal as Chief Supervisor. I regard supervision as my responsibility and I do it to give support and motivation to my staff.	Yes, I regard supervision as my responsibility. It assists me to identify gaps and challenges so that I can provide development/assistance. Supervision also ensures that teacher and learner performance are up to the expected standards.
5.3.3 Theme three: the type of support that principals need in order to be better instructional leaders and the extent to which the department provide such support.	The department is not offering enough support to capacitate me as a principal. I would like to be capacitated on monitoring and evaluation skills because these two aspects are crucial for the success of the school.	The department of education is made up of many systems. The principal needs to be supported to understand all these systems, e.g governance workshops, refresher workshops, workshops where principals share their successes and frustrations. Curriculum implementers should arrange workshops on a quarterly basis and invite	There is support from the department. Instead of providing support, the department checks on shortfalls. I would like to see the department offering close monitoring tools to support me as an instructional leader. This would go a long way into assisting me to assist my staff and build their	I need a lot of support. Any school principal, irrespective of their teaching experience, needs support. I personally need support with regard to the following aspects: • Implementation of the set goals by the department; • Managing the curriculum which is the heart of	I need support in the area of human resource provision. I need teachers who are qualified to teach the learning areas which they are teaching. I also need curriculum support and skills development support and this should be done after working hours to avoid sacrificing contact time in favour of skills development.

Themes	Responses of the Principals				
	Mr Platinum	**Mr Gold**	**Mr Gold Dollar**	**Mr Silver**	**Mr Sylvester**
		both HODs and teachers so that they can all have the same information. The planning of the workshops by the department should take into consideration the plans of the individual schools to avoid the accidental departmental meetings which in most cases frustrate the planning of the principals.	capacity to carry out their instructional obligations.	education; • Accessing resources, which is a challenge in deep rural schools.	
5.3.4 Theme four: the amount of support that the principal provides his/her teachers with regard to their instructional obligations.	I supply my staff with all the necessary documents, support materials, policy documents, and syllabi to enable them to perform their instructional obligations.	The SMT puts up plans for each quarter for all aspects pertaining to ensuring effectiveness of all teachers in the school. Teachers are encouraged to indicate areas of need for support. We also invite sections from the department to intervene if we experience further challenges.	I believe in an open door policy and open lines of communication with the staff. Communication ensures talking about challenges and once we are able to talk about our challenges, we are then able to deal with them.	I try my best to give support to my staff. Even though much of my time is spent attending departmental meetings, when I have free time I try to engage with the teachers in order to ensure that I move along with them in terms of addressing their daily challenges.	Teachers have the necessary resources to assist them in their teaching. A time table is in place to ensure contact time with learners. LTSM is supplied or borrowed from other schools and we have enough staff according to our staff establishment.

Themes	Responses of the Principals				
	Mr Platinum	**Mr Gold**	**Mr Gold Dollar**	**Mr Silver**	**Mr Sylvester**
5.3.5.1 The impact of the principal's qualifications on learner achievement.	The high qualifications of the principal do not mean that the principal will influence the school to get good results. many things, other than the qualifications play a role, such as leadership and management skills of the principal. It is not the qualifications but the principal himself/herself that can improve the results.	Principal's qualifications go a long way into assisting the principal to drive the processes of the school. The principal uses the acquired knowledge to plan and to impart the same knowledge to the staff. The principal can also use his qualifications to motivate the staff. It is however important to indicate that it is not necessarily the qualifications that matters but the character and skills of the principal holding the qualifications matters most.	It is not the qualifications of the principal that matters but the commitment of the principal to the teaching and learning enterprise is very important.	The principal must be qualified and he/she must be exposed to knowledge. The principal must have knowledge on matters pertaining to education by acquiring current knowledge in order to keep abreast of and in line with the changes in education. The new curriculum, for example, needs knowledgeable principals. The question of principals with higher qualifications failing to make a difference in their schools indicates that such principals are failing to put their academic knowledge into practice.	Higher qualifications may better the results because the principal is in a better position to manage the school. The principal's qualifications alone without commitment, discipline, and the ability to work with people, the principal may not make any impact. This implies that it is not the qualifications alone that can make a difference but the person himself/herself.

Themes	Responses of the Principals				
	Mr Platinum	**Mr Gold**	**Mr Gold Dollar**	**Mr Silver**	**Mr Sylvester**
5.3.5.2 The degree of compatibility between the performance of expectations of the department and the support that the department gives to the principals.	There is no compatibility. The department provides minimum support to the school and the principal. Innovative skills and initiatives by the principal make a difference.	There is no compatibility between the input of the department with the department expects the principal to offer as an output. The department always expects more than it can provide.	If the fault finding stance of the department can be removed, there can be compatibility between the amount of support that principals need from the department in order to perform their IL duties.	There is no compatibility between the level of support that the department offers to the principals and teachers. The curriculum advisors who are supposed to give support to the teachers are not giving it their best.	There is no compatibility. The support from the department is not enough because of insufficient resources. The department cannot enforce discipline on teachers who are not cooperative. Teachers reneging on their contractual obligations are not disciplined.
5.3.5.3 It has a marked effect on the improvement or decline of learner achievement.	I agree to a certain extent. It is not actually the principal per se but if standardised exams, properly moderated can be given to our learners, even the quality of learners who will come out of such exams will enviable.	The lack of IL has a marked effect on the decline of learner achievement. If the principal is not hands on, not defining the goals of the school, not motivating, there will be no improvement in learner achievement. The principal must put plans, evaluate, monitor, and motivate both teachers and learners and by so doing, learner achievement will improve.	A lack of IL may impact negatively on the teachers' performance and learner achievement, especially with regard to the new curriculum. It is therefore important that the principal must be knowledgeable on the new curriculum in order to support the teachers.	Aspects that contribute to the decline in the pass rate include management of disturbances by the principal and the staff. It is important for the principal and his/her staff to put system in place to deal with disturbances particularly dealing with lost time.	I partly agree. The practice of IL may not be the only factor that that can lead to the decline of learner achievement. The practice of IL may lead to the improvement of learner achievement but the working environment may inhibit the principal's use of IL skills and this may lead to a decline in learner achievement.

Themes	Responses of the Principals				
	Mr Platinum	**Mr Gold**	**Mr Gold Dollar**	**Mr Silver**	**Mr Sylvester**
5.3.6 Theme six: **distribution of the principal's leadership/management activities in a week, month, and/or quarter.**	Om Mondays I have a meeting with the deputy principals; on Tuesdays I meet with the HODs; on Wednesdays I meet the administration personnel; on Thursdays I meet with the general workers, and on Fridays I meet with the Representative Council of Learners (RCL). Each of the above components provides reports related to their spheres of work.	Every Monday I put up a program for the week. Every Friday reports for the week are compiled and before we table the program for the following week, we reflect on the activities of the previous week in terms of achievable and non achievable aspects. This approach enables me to avoid "working on accidents."	Time tabling my activities as an instructional leader is essential. On Mondays I check the finance books and on Wednesdays I check activities from different grades to monitor the progress of the teachers and learners. This latter exercise assists me to draw up intervention activities to assist the teachers where they have difficulties.	Some activities need to be monitored on a weekly, monthly, and quarterly basis. Learner attendance is done on a daily and weekly basis. Learner achievement is done on a monthly basis.	My leadership and management activities are not clearly demarcated. I carry out ALL my leadership and management obligations everyday and any time of the working day.
5.3.7 Theme seven: **leadership activities on which the principal spends most of his/her time and the impact of such activities on learner achievement.**	Drawing from the meetings that I hold with the different components of the school in 5.6.6 above, I am able to monitor the progress of each component, check on their challenges and together with each component, we deal with the challenges and the identified gaps.	My planning in 5.6.6 above enables me to audit the monthly and quarterly achievements of the school. I spend more time on curriculum implementation which is the core business of the school. In my view, spending more time on curriculum implementation impacts on the improvement of learner achievement.	The core business of the school is the curriculum. I therefore spend more time on this aspect, checking teachers' and learners' work. I believe that this exercise has an impact on learner achievement.	I spend most of my time on teacher/learner attendance. Learners learn what they observe. Punctuality on the part of the staff will have a marked impact on the learners. Learners use their educators as frames of reference. They develop commitment as learned from their teachers. Teacher visibility in the classrooms has a strong impact on the learners.	I spend more time on administration, supervising the activities of the school and attending to teacher/learner accidental problems. My IL obligations are overpowered by my administrative engagements.

APPENDIX J:

CERTIFICATE OF PROOF OF EDITING
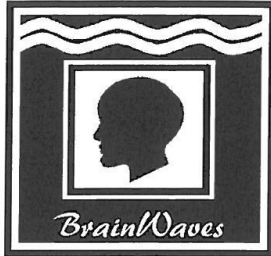
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Oxford, United Kingdom
7 November 2011

To whom it may concern

Certificate of language editing

This is to certify that I have edited the thesis "The contribution of instructional leadership to learner performance" by Barber Mafuwane, in terms of language usage, style, expression and consistency.

I focused on grammar, tenses, consistency of terminology, sentence construction, and logical flow. I inserted comments and suggestions for the attention of the student, where meaning needed to be clarified, or where points of confusion could arise for the reader.

I did not edit or format the List of References or the Appendices, which was outside the scope of my brief.

I wish the candidate success with his final submission and future career.

Jill W. Fresen (PhD)
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