

CHAPTER FOUR

PRESENTATION OF DATA COLLECTION, ANALYSIS, FINDINGS AND INTERPRETATION OF THE OPEN-ENDED QUESTIONNAIRES

4.1 Introduction

In chapter four, I firstly present and discuss the findings from the data collection and analysis of the open-ended questionnaires. Thereafter I present and discuss my interpretation of the findings as they relate to the research question that underpins this investigation, which is: What are the expectations of members of school governing bodies in respect of educator workloads?

4.2 Implementing the Open-Ended Questionnaires

The parents who serve on the school governing bodies of the public schools I approached completed the open-ended questionnaires, in which I asked them to write about what they expect of educators in respect of the core duties and responsibilities listed in the Employment of Educators Act, No 76 of 1998. I recorded the participants' responses to the questions I posed in the open-ended questionnaires (Addenda K and L on attached CD-Rom). I received nineteen completed questionnaires out of the seventy-five questionnaires I delivered to schools, which is a 25% return. One of the disadvantages of a questionnaire, according to Bless, Higson-Smith & Kagee (2006:137), is low response rate and response bias. I am uncertain as to the actual reason for the low return rate of the open-ended questionnaires. The only reasonable explanations I am able to offer is firstly, participant apathy, particularly as the letter of informed consent to participants clearly specified that participation in the study was voluntary. Secondly, it is possible that these governing body members have never completed questionnaires containing labour law types of questions and felt that they could not provide adequate answers.

All the participants completed the open-ended questionnaires in Afrikaans. I therefore translated the participants' responses to the questions and their comments into English as accurately as possible prior to commencing with the analysis. I was unable to provide the participants with an opportunity to check my translations. The first reason was that participants completed the questionnaires anonymously. Therefore, it would prove impossible to match the questionnaires to the participants.

The second reason was due to financial, distance, time and leave constraints. In preparing for the data analysis, I coded each completed questionnaire I received with the code GB, which represents the words “governing body” as well as a numerical reference number. I arranged the GB participants’ responses under the headings of the core responsibilities of educators listed in the Employment of Educators Act, No 76, 1998, which I used as topic headings in the open-ended questionnaires.

4.3 Presentation and Discussion of the Analysis, Findings and Interpretation of the Data

I began the initial analysis of the raw data by attentively reading the participants’ responses to the questions I posed in the open-ended questionnaire to gain a general impression of the data they contained concerning the core duties of educators. I then proceeded with the **content analysis** by firstly sifting the data to identify semantically related key words in each of the core duties, then grouping them by means of colour codes to form categories.

Upon completion of the content analysis, I prepared the data for the **document analysis**. The document analysis required an in-depth examination to reveal the deeper meaning of the data contained in each category in order to answer my research question. Furthermore, my objective was to interrogate and interpret the parents’ responses to seek answers to the following pertinent questions:

- a) Do parents depart from the point of view of their own best interests?
- b) Do parents depart from the point of view of their children’s best interests?
- c) Do parents have the welfare of the school and the educators in mind?
- d) Are parents able to link their expectations to the implications for the private lives of educators?
- e) Are parents able to extricate themselves from their own and their children’s needs to think of the best interests of the entire school, the school community and even the country?

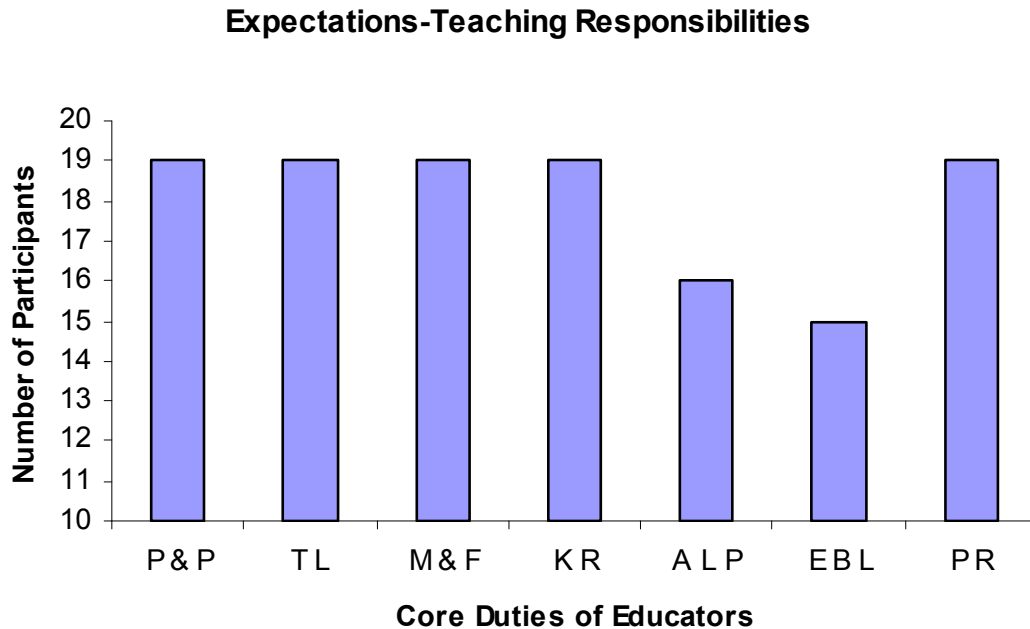
In order to answer these questions, I scoured and mined the data for striking similarities, differences, peculiarities, patterns, trends and relationships, which would assist and guide me to identify, describe and understand the type of expectations members of governing bodies hold of educators. I recorded the categories and salient expectations of the participants in respect of each of the core duties in the open-ended questionnaire in figures and tables. Thereafter I compared the participants’ expectations with prevailing education labour law and other relevant law to determine whether the expectations emanating from the data were in alignment or in conflict with such legislation. The results of

the comparisons and references to prevailing labour law enabled me to form logical arguments, which I present and discuss in this section in relation to my working assumptions and correlate with my research question.

4.3.1 Teaching Responsibilities

In the following analysis and ensuing discussion, I present my findings about what the members of school governing bodies of schools situated in middle-class contexts expect of educators in respect of **teaching responsibilities**. Although the theme of this research suggests a **qualitative inquiry**, not a quantitative inquiry based on numerical data, I counted recurrences of certain responses as I was of the opinion it would demonstrate significance for this research if only for the fact that so many participants thought it fit to refer and respond to the core duties. I present these findings collectively in Figure 4.1

Figure 4.1 Comparative Graphic Summary of Participants' Expectations of Educators in regard to Teaching Responsibilities (Number of Respondents = 19)



Legend:

P & P = Planning and Preparation

T L = Teaching Lessons

M & F = Marking of Learners' Work and Feedback

K R = Keeping Record of Learners' Assessment and Profiles

A L P = Assisting Learners with Learning Problems
E B L = Enriching Bright Learners
P R = Progress Reports to Parents

The core duties, which collectively comprise an educator’s **teaching responsibilities**, include the planning and preparation of lessons, teaching lessons, marking learners’ work and providing feedback, keeping record of learners’ assessment and profiles, assisting learners with learning problems, enriching bright learners and preparing learners’ progress reports to parents.

Figure 4.1 above demonstrates that all the participants view five of the seven core duties, namely planning and preparation, teaching lessons, the marking of learners’ work and feedback, keeping record of learners’ assessment and profiles and progress reports to parents as top priorities since they received the most prominence. The assistance given to learners with learning problems received less prominence while the enrichment of bright learners received the least prominence. A possible explanation for this finding appears to be that the categories, which are related to and dependent on one another, appear to exert a pronounced influence on the quality of instruction that an educator is expected to deliver. At this point, I shall present and discuss the data analysis, findings and interpretation of each teaching responsibility separately.

4.3.1.1 Planning and Preparation of Lessons

Table 4.1 below depicts the two salient categories I identified in the raw data pertaining to the planning and preparation of lessons. The first category reflects the measure of importance the participants attach to the planning and preparation of lessons. The second category relates to the manner in which the participants expect educators to plan and prepare their work.

Table 4.1 Participants’ Expectations of Educators in regard to the Planning and Preparation of Lessons

Core Duty	Participant Expectations	Alignment with Education Labour Law and Other Relevant Law
Planning and Preparation of Lessons.	<ul style="list-style-type: none"> • An Important and Essential Requirement. • Manner: Must be Completed Thoroughly, Regularly, Promptly. Must be Actual, Structured, Purposeful, 	<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (i), Teaching. The National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Learning Mediator.



	Stimulating and Effective.	
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The key words, which I identified, were **important, essential** and **requirement**. I cite the following participants' responses to affirm that the participants view the planning and preparation of lessons as an extremely important requirement for effective teaching:

- *This is the educator's most important aim. The transmission and instruction of knowledge. Therefore, the educator must always plan and prepare (GB1).*
- *A professional duty, more than a requirement (GB2).*
- *I expect an educator to be well prepared. Daily planning and preparation is essential (GB4).*
- *Good planning and preparation is essential (GB13).*
- *This is the most important part of their task (GB17).*

The participants also clearly stated the **manner** in which they expect educators to conduct their planning and preparation. They unequivocally placed importance on the need for educators to plan and prepare regularly and thoroughly. The key words **thoroughly, regularly, promptly, actual, structured, purposeful, stimulating** and **effective** appear in many of the participants' responses:

- *Must be done regularly and thoroughly (GB3).*
- *Thorough planning is the basis of instruction and is the guideline for what the educator needs to prepare for the learners (GB6).*
- *Planning and preparation must be completed promptly. Preparation must be thorough and well thought about (GB7).*
- *Must be thorough and structured (GB9).*
- *Thorough preparation particularly in regard to the manner in which content can be presented in a stimulating and interactive way (GB11).*
- *Thorough, researched lessons, creatively presented (GB12).*
- *Must be done thoroughly before every lesson with new content. Where lessons are repeated, new concepts must be included (GB14).*
- *Good preparation and thorough knowledge of their respective learning areas (GB15).*
- *Must be thorough. The individual needs of learners must be kept in mind. Do wider research than just the textbook (GB18).*

The above citations confirm that the participants expect educators to plan and prepare lessons thoroughly because they are of the opinion that planning and preparation serve as the guideline for the lesson content and activities the educator needs to cover with the learners.

To achieve this level of competence, educators need to consider the individual needs of the learners and must therefore possess a researched and broad knowledge of not only the learning areas for which they are

responsible but also of the various teaching and learning methods at their disposal. The participants expect educators to access information to that offered by textbooks. Once they have acquired this knowledge and with the skills at their disposal, they should be able to teach in a creative and stimulating manner.

Some of the participants equate thorough planning and preparation with the garnering of learners' respect. They claim that educators, who have planned and prepared their lessons and activities thoroughly, will earn their learners' respect. More importantly, they will also be able to use the available teaching and learning time optimally to achieve the desired learning outcomes for their respective learning areas.

- *Educators must plan and prepare for every lesson, then they will be able to stand in front of any class, gain respect and the learners will conduct themselves with confidence (GB5).*
- *Educators must prepare lessons thoroughly at all times to ensure the optimal utilisation of available instruction time (GB16).*
- *Must be thorough and purposeful so that the outcomes can be achieved (GB10).*

The participants' responses imply that educators who do not plan and prepare adequately, may encounter difficulties with gaining learners' respect. It also implies that the learners will not be able to conduct themselves with confidence. Educators who have failed to plan and prepare lessons and activities adequately may therefore also experience the remaining steps of the instructional process as problematic. They may not be able to hold the learners' attention and interest in the lesson. Lesson-related activities may prove meaningless to the learners. Thus, the learners will not have achieved any learning outcomes and the unprepared educator will not have made optimal use of the available instruction time. Naturally, the marking and assessment of learners' work may not be in accordance with the assessment criteria of the learning outcomes and feedback to learners and parents may be inconclusive and inaccurate. The educator will not be in a position to identify and address learners' problem areas, assist learners with learning problems or enrich bright learners. This type of conduct would be in direct conflict with the expectations, which the participants hold of a professionally trained teacher.

However, I am of the opinion that educators require more time at their disposal in order to plan and prepare in such a way as to meet and satisfy the participants' expectations in regard to planning and preparation of work. Educators require time after the formal school day to visit libraries to conduct research by consulting books, magazines and the Internet on the wide range of topics they teach in the various learning areas.

Some Intermediate Phase educators in certain schools may be responsible for up to nine learning areas, thus they have nine different learning areas in which they are expected to conduct wider research in order to teach the new learning content in an interesting and stimulating manner. This will not only make demands on their already limited time but will significantly increase their workloads. I substantiate my argument by referring to the Report on Educator Workload in South Africa, which not only states that, “The curriculum is overcrowded and educators are expected to teach too many subjects to too many grades, resulting in overload,” but also adds that, “The preparation of learning programmes, work schedules and plans are seen as contributing to workload” (HSRC, 2005:19).

An examination of the governing body expectations regarding the planning and preparation of lessons clearly indicates that the participants’ expectations are in alignment and correspond with the Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter 4, Paragraph 4.5, Section (e) (i), Teaching, which states that one of the core duties and responsibilities of an educator is to “Prepare lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field”.

Furthermore, The National Education Policy Act, No 27 of 1996, in the Norms and Standards for Educators, under the heading Learning Mediator describes the roles and competencies expected of educators in respect of planning and preparation of lessons:

The educator will understand and interpret provided learning programmes, design original learning programmes, identify the requirements for a specific context of learning and select and **prepare** suitable textual and visual resources for learning.

4.3.1.2 Teaching Lessons

Four categories emerged from the data concerning the manner in which participants expect educators to teach their lessons. Table 4.2 below depicts the four categories and their associated key words:

Table 4.2 Participants' Expectations of Educators in regard to Teaching Lessons

Core Duty	Participant Expectations	Alignment with Education Labour Law and Other Relevant Law
Teaching Lessons.	<ul style="list-style-type: none"> • Educators must Present Lessons with Enthusiasm and Passion. • Lessons must be Creative and Interesting. • Educators must have Knowledge of Various Teaching Methods and use Modern Teaching Aids. • Educators must take Cognisance of Learners' Special Needs. 	<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (i), Teaching. • The National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Learning Mediator.

The data analysis reveals that participants firstly expect educators to pay attention to their **presentation skills**. The key words reflecting this theme included **enjoyable, enthusiasm, creative, interesting, lively and passion**. The participants affirmed their expectations as follows:

- *The educator must transfer the correct knowledge and make it interesting (GB1).*
- *I expect lesson instruction to be not only the reading of a book or piece of paper, but that it will be made as enjoyable as possible for the learners (GB4).*
- *Do not sit at your table and teach. Move around the class (GB5).*
- *Lesson presentation must be lively, in other words not only by means of study material (GB8).*

The participants emphasised that they expect educators to make lessons as lively, realistic, interesting and enjoyable as possible for the learners. Lively presentations hold the learners' attention and keep them positive. The participants explicitly state that educators who teach lessons while seated at their tables do not impress them. Participants expect educators to move around the class as often as possible. I probed the reasons why the participants think in this way and deduced that their perception may be that educators who constantly sit at their tables are perceived as lazy or disinterested educators. Educators who move around the class are perceived as more effective educators because they are in a better position to observe the learners' work and behaviour and assist them when and where necessary. This method of controlling the quality and quantity of learners' work as well as their behaviour is possible in small

classes but not as easy for educators to implement in large classes owing to overcrowding and limited floor space.

The participants also stated that they expect lessons to be more than simply a reading of a piece of paper or a book. This response is consistent with the participants' expectation of educators to conduct wider research, which will contribute to the interest and scholarly worth of lesson content. The participants also expect educators to prepare lessons in which learners are able to apply the skills they have acquired. Educators' enthusiasm for the lesson content and passion for teaching must be tangible.

Secondly, participants expect educators to be knowledgeable and conversant with different **teaching methods**. Participants assert that educators have received professional training in these areas of teaching and instruction and therefore must succeed. Their assertions read:

- *Teaching lessons must be done accurately and correctly as expected from a professional educator (GB3).*
- *Educators must use every available teaching aid to achieve specific outcomes (GB16).*

It is also clear that the participants expect educators to provide learners with opportunities for self-discovery, regular revision and consolidation activities. They also expect educators to enhance their lessons and instruction with their own life experiences.

Thirdly, the key words **multimedia** and **interactive** suggest that participants expect educators to be competent in the application of different **teaching aids** and **modern technology**. Some of the participants indicated that they would appreciate the use of modern technology in the classroom. They claim that interactive whiteboards and multimedia, for example, would not only contribute to a positive learning experience but could also assist educators in reducing their administrative workloads. This line of reasoning is reflected in the responses:

- *Must be modern, perhaps by means of Information Technology and must be done with passion (GB18).*
- *Interactive. Use multimedia (GB11).*

One needs to however, take cognisance of the fact that in order for educators to meet these expectations, they require training in the application of modern technology in the school and classroom environment. Educators will need to attend courses and workshops to hone their technological skills and competencies, which will make additional demands on not only the time they have available to complete school related work, but on their personal time as well since most training

courses and workshops take place either in the evenings, at weekends or during school holidays. Although these expectations seem reasonable, they extend into educators' private space and time.

The governing body expectations related to educators' presentation skills, teaching methods and use of modern technology in the classroom correspond with and are in alignment with the Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (i), Teaching, states that one of the core duties and responsibilities of an educator is to "Recognise that learning is an active process and that the educator must be prepared to use a variety of strategies to meet the outcomes of the curriculum".

Fourthly, some of the responses to this core duty in the open-ended questionnaire suggest that the participants expect educators to assist learners who experience learning difficulties owing to Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD) and other learning problems:

- *Instruction must also be aimed at learners' special needs, e.g. ADD (GB18).*

More specifically, the participants expect educators to present lesson content and teach skills and concepts in such a manner that all the learners in the class will be able to understand. One participant avers that parents should not find it necessary to re-teach work and explain concepts to their children in the evenings at home. These are some of the responses:

- *Must be done with enthusiasm and all learners must benefit from lessons. Strong and weak learners must receive the necessary attention (GB15).*
- *Must be understandable for the children and such that I do not have to redo it at home (GB9).*

The participants' responses confirm that they expect educators to aim their instruction at the special needs of strong, average and weak learners in their class. Educators have received training in various teaching methods and methodologies. Consequently, they are conversant with differentiation strategies that enable them to accommodate the wide variety of learners' needs. However, my argument is that it is not always feasible or possible for educators to achieve this aim in every lesson they teach, particularly in large classes. Differentiation to meet the needs of all learners in a class entails at least three different methods of preparation, providing three types of appropriate learning content and three sets of assessment strategies and instruments, which increase educators' workloads significantly. In support of my argument, I refer to the empirical research findings reported in the Report on Educator Workload in South Africa, which states that, "Class size and the diversity of learning needs

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in classrooms often make it impossible to meet teaching and additional needs adequately” (HSRC, 2005:x).

At this time, I would like to argue that although it is both necessary and ideal for educators to cater for the needs of all learners in a specific class, particularly those with learning difficulties, as asserted by some of the participants, such an approach would definitely intensify educators’ workloads. (See § 4.3.1.5)

However, the participants’ collective request for educators to pay attention to the needs of all learners corresponds with and is aligned with the Norms and Standards for Educators contained in the National Education Policy Act, No 27 of 1996. This legislation serves as a description of what it means to be a competent educator. It is specific regarding the role an educator must fulfil as a learning mediator. It states, “The educator will mediate learning in a manner which is sensitive to the diverse needs of learners, including those with barriers to learning”.

As I have shown, participants expect educators to conduct themselves in a consistent and professional manner at all times and even more so when teaching learners in formal lesson time. They also share the perception that educators must be happy at all times regardless, it appears, of their individual circumstances since happy educators produce happy learners and happy learners achieve good results. One of the participant’s ascribes to this line of reasoning with:

- *Thorough preparation contributes significantly to a high standard of instruction and interesting lesson presentations keep learners positive (GB13).*
- *Educators need to be happy at all times. A happy educator nurtures happy learners and happy learners achieve (GB4).*

4.3.1.3 Marking of Learners’ Work and Feedback

I was able to identify two interrelated, significant categories in the raw data. The first category pertained to the **manner and time** in which participants expect an educator to mark learners’ work. The second category centred on the expectation of educators to provide regular feedback to learners and parents for **purposes of remediation**. Table 4.3 below depicts the categories and associated key words.

Table 4.3 Participants’ Expectations of Educators in regard to Marking Learners’ Work and Feedback

Core Duty	Participant Expectations	Alignment with Education Labour Law and Other Relevant Law
Marking Learners’ Work and Feedback.	<ul style="list-style-type: none"> • Manner and Time: Accurately, Meaningfully, Carefully and Promptly. • Purpose: Remediation. 	<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (i), Teaching. • National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Assessor.

The key words indicating the category of manner and time in which educators are expected to mark learners’ work and provide feedback include **accurately, promptly, meaningfully, thoroughly** and **carefully**. The participants’ responses included:

- *Accurate marking and feedback (GB1).*
- *Must be done regularly and correctly. Must be diagnostic and meaningful (GB3).*
- *A requirement to be carried out promptly. Feedback is important, especially verbal (GB2).*

These key words indicate that participants expect educators to mark learners’ work accurately and attentively to ensure that learners experience the corrections and comments in a meaningful and positive manner. The participants were unanimous in their expectations of educators to provide feedback but differed in the minimum time in which such feedback needs to be provided. The periods varied between “within seven days” to “within a day or two” and “within 48 hours”. The most recent assessment strategies, which include instruments such as rubrics, checklists, tests and memoranda, require sufficient time for educators to plan and implement properly. This means that, for example, educators who teach two or more learning areas to two average sized classes each day will have exceptionally heavy workloads and will require a lot of time to complete their assessment, particularly if they teach languages. Some participants indicated that they prefer written feedback while others prefer educators to provide learners with verbal feedback, as indicated in these responses:

- *Should be completed within seven days and followed up with written feedback (GB8).*
- *Thorough, correct and within a day or two (GB9).*

- *Thoroughly and within 48 hours (GB11).*

The keywords that indicated the purpose of marking and feedback were **diagnostic, where mistakes were made, identify problems** and **able to improve**. It follows that during the marking process educators are expected to identify and analyse learners' errors and advise them on aspects they need to pay attention to in the future to ensure progress. More specifically, marking and feedback serve as indicators of the areas in which learners experienced difficulties while remediation entails the identification of problem areas with the aim of improvement and progress. The participants' responses exemplify their expectations for meaningful feedback:

- *It is extremely essential to mark learners' work and to provide feedback. In this way the learner will be able to see where he/she made mistakes and give attention to it (GB4).*
- *Feedback is very important – how can a child improve? Also important to parents as to how they can assist their child (GB18).*
- *Marking implies control, remediation, determining the success of instruction and serves as the basis for the planning of remedial activities (GB6).*
- *Regular marking. Problems and mistakes indicated so that learners know where they went wrong or made mistakes (GB7).*
- *Must be aimed at diagnostic remediation at all times (GB19).*

The governing body expectations relating to the marking of learners' work and feedback correspond with and are in alignment with the Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (i), Teaching. One of the core duties and responsibilities of an educator, listed states that the educator must "Plan, co-ordinate control, administer, evaluate and report on learners' academic progress".

In addition, the National Education Policy Act, No 27 of 1996, in the Norms and Standards for Educators, under the heading Assessor, describes the following roles and competencies expected of educators:

The educator will understand that assessment is an essential feature for the teaching and learning process and know how to integrate it into this process. The educator will have an understanding of the purposes, methods and effects of assessment and be able to **provide helpful feedback to learners**.

4.3.1.4 Keeping Record of Learners' Assessment and Profiles

In this section, the participants' responses indicated that the participants were specific concerning the **manner** in which educators need to record learners' assessment and profiles. The **purpose** of good record keeping would enable the educator to monitor learner progress and identify problem areas.

Table 4.4 Participants' Expectations of Educators in regard to Keeping Record of Learners' Assessment and Profiles

Core Duty	Participant Expectations	Alignment with Education Labour Law and Other Relevant Law
Keeping Record of Learners' Assessment and Profiles.	<ul style="list-style-type: none"> Manner: Promptly, Daily, Regularly, Accurately, Structured, Up to Date, According to Policy and Prescriptions. Purpose: Monitor Progress and Identify Problem areas. 	<ul style="list-style-type: none"> Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (i), Teaching. National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Assessor.

Table 4.4 above demonstrates the key words associated with the category of manner, which included the words **promptly, daily, regularly, accurately, structured, up to date, according to policy and prescriptions**. The salient expectation that the participants held in respect of the manner in which educators keep record of learners' assessment and profiles is that educators must ensure they update records according to prescriptions specified in assessment policies. Furthermore, record keeping of assessment and profiles ought to cover a variety of aspects covered in each learning area. The following responses are evidence of their opinions:

- *Done daily and promptly (GB1).*
- *A requirement to be carried out promptly. (GB2).*
- *According to prescriptions of assessment policy (GB3).*
- *Must be up to date, correct and accurate at all times (GB8).*
- *According to school policy (GB11).*

According to the participants' responses, the purpose for expecting educators to keep assessment records and profiles in this manner was directly linked to the educator being able to **monitor learner progress** and **identify problem areas**. Educators who keep and access accurate records are able to identify not only problem areas but also determine an

individual learner's academic progress and performance. These are some of the responses:

- *It is very important to keep a record of the learners so that the educator can monitor whether the learner is progressing or not. It also determines the level of training the learners must get (GB4).*
- *An essential activity that needs to be done throughout in a structured manner, so that the educator can determine an individual's academic situation and progress in a wink (GB6).*
- *Very important to record each learner's progress to identify problem areas as soon as possible (GB12).*
- *Record keeping must be up to date and must cover a variety of aspects covered in each learning area. By these means, parents must be given immediate feedback (GB16).*
- *Very important. Here problems are identified for possible remediation. Also serves as a standard for work done (GB17).*
- *Thorough record keeping and assessment to monitor progress and provide feedback for parents (GB19).*
- *Must be done regularly so that if any child leaves the school, the parents and new school must be informed of the child's progress and problem areas (GB5).*

A further benefit of accurate record keeping is that it serves as a standard of the work covered in a learning area. GB18 emphasises that educators ought to implement computerised record keeping as a timesaving measure. Educators may wish to use Microsoft Excel to represent progress graphically and to indicate tendencies and trends.

- *Can be done by computer to save time. Scan tests into computer and discard the papers. Use Microsoft Excel to represent progress graphically and especially to indicate tendencies and trends (GB18).*

The participants' unrealistic expectations in respect of keeping record of learners' assessment and profiles point to a degree of ignorance on the part of the participants. While it is compulsory and prudent for educators to abide strictly by the assessment policies that guide the frequency, instruments and strategies for assessing learners' work, I doubt that it would be feasible for educators to update learners' records on a daily basis as expected by GB1, owing to constraints on educators' time. I provide, in support of my argument, the Report on Educator Workload in South Africa (HSRC, 2005) and re-iterate one of its findings, namely that Outcomes-Based Education (OBE) requirements for continuous assessment, planning, preparation, recording and reporting are the factors contributing most to increased educator workload (2005:x).

In addition, the section entitled, "Gap between experience of workload and actual time-on-teaching", reads as follows:

It was clear from discussions with educators and from observation that the amount of paperwork and administration is onerous. Much of the paperwork that educators are required to do is designed to ensure that teaching and assessment occurs regularly, including requiring that educators indicate the completion of certain assessment standards, the specification of which outcomes have been addressed and the detailed recording of marks. Ironically, it is precisely this policy, which attempts to guarantee that instruction and assessment takes place that serves to undermine instructional time. This happened in particular when educators used class time to complete administrative tasks. (2005:xiii)

Yet, in rounding up my argument, it seems that governing body expectations regarding keeping record of learners’ assessment and profiles correspond with and are in alignment with the core duties and responsibilities of an educator listed under the Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (i) Teaching. As in the previous section, this legislation requires educators to “Plan, co-ordinate control, administer, evaluate and report on learners’ academic progress”.

Moreover, the National Education Policy Act, No 27 of 1996, in the Norms and Standards for Educators, under the heading Assessor, describes the following role and competency expected of educators and states, “The educator will keep detailed and diagnostic records of assessment”.

4.3.1.5 Assisting Learners with Learning Problems

Table 4.5 Participants’ Expectations of Educators in regard to Assisting Learners with Learning Problems

Core Duty	Participant Expectations	Alignment with Education Labour Law and Other Relevant Law
Assisting Learners with Learning Problems.	<ul style="list-style-type: none"> • Assistance Provided by Educator. • Assistance Provided by Specialists. 	<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (i), Teaching. • The White Paper 6 on Special Needs Education.

The participants demonstrated mixed perceptions in response to this core duty of educators, which allowed the data to evolve into two clearly defined categories, as depicted in Table 4.5 above.

There were a few participants who felt that **educators** alone need to render the necessary assistance to learners who encounter learning problems while the majority felt that educators should rather refer learners to **specialists** such as remedial educators, the Teacher Support Team (TST), therapists and special schools. The participants who were in favour of the educator assisting learners with learning problems expressed the following reasons to substantiate their responses:

- *Preferably by a specific educator. It is impossible to assist these learners in large classes (GB1).*
- *Help to identify problems and seek solutions (GB9).*
- *These learners must be given special attention. More time needs to be allocated to the benefit of the learner (GB10).*
- *The school must help these learners on a regular basis by the personnel available to the school. Close contact must be maintained with their parents (GB16).*
- *Very important. ADD (Attention Deficit Disorder) learners are intelligent but they daydream and do not always progress well. Classes are large, which makes it difficult for the teacher to provide individual attention. Especially male educators think these learners are “just lazy”. Classroom assistants will help as well as the special training of educators (GB18).*

The participants, who were in favour of referring learners with learning problems to specialists, substantiated their preferences as follows:

- *Refer to specialist assistance. Identify learners in class and alter methods of instruction accordingly (GB2).*
- *Referrals where necessary (GB3).*
- *If my child were to encounter difficulties, as a parent, I would want to be informed immediately what is wrong and I would like the educator to show sympathy and empathy for the problem. He/she could refer me to an expert who could assist me or the educator could show me ways in which I as parent could assist my child (GB5).*
- *An absolute must. Get extra help where necessary if the educator is unable to manage on his/her own (GB7).*
- *I do not expect an educator in the main stream to fulfil this function. Remedial educators if available, alternatively externally (GB8).*
- *Referral to Teacher Support Team (TST) and the school psychologist, remedial educator, speech therapist and occupational therapist (GB11).*
- *If the educator is able to assist without sacrificing teaching time, it would help very much. Didactic assistance after hours is also very valuable (GB13).*

- *Very important. Learners who encounter problems in school subjects can be supported by placing them in schools that specialise in this (GB17).*

One participant expects the educator to assist learners with learning problems in addition to the assistance provided by specialists:

- *Firstly within class context then referral to a TST (Teacher Support Team) and learning support educator and furthermore to therapists (GB19).*

These participants do not expect educators to manage learners with learning problems entirely on their own in the class situation. They appear to understand the fact that the classes in many schools are filled to capacity. They also do not expect educators to assist learners where such assistance will prove to be disadvantageous and detrimental to the progress of learners who do not encounter learning problems. GB14, specifically, voices the following concerns:

- *Where implementation is practical. Without discriminating against other learners and without it being disadvantageous to other learners (GB14).*

From the evidence provided, I am able to deduce that the participants view this core duty as extremely important and that they naturally expect educators to explore every available possibility to seek solutions and assist learners who encounter learning problems so that these learners may ultimately achieve their optimal potential. When evaluating the reasoning behind each response, I find that some of the responses appear to have an emotional propensity, as evident in these two responses:

- *To leave a learner who has learning problems is the same as throwing him into a deep, dark hole. Perhaps there is just a minor problem, which can be easily solved, but one will only know this when assistance takes place (GB4).*
- *This is an absolutely essential activity. Every learner needs to be given an opportunity to achieve maximal academic success (GB6).*

While most of the participants acknowledge that educators are not always able to attend to the individual needs of all learners, particularly in large classes, they concur that educators need to refer learners who encounter serious learning problems to professionals who are able to assist such learners. However, I am inclined to argue that the process of referring learners to appropriate professionals for intervention may prove to be a time-consuming exercise, which may involve making telephone calls and arrangements as well as providing scholastic records and details of learners' difficulties and barriers to progress. The implication is that the participants' expectation of educators to refer struggling learners to specialists may increase educators' workloads.

I justify my argument by presenting the policy measures contained in the White Paper No. 6 on Special Needs Education, which will hold further far-reaching implications for the workloads of educators. The White Paper on Special Needs Education (2001:18) is specific concerning its expectations of educators regarding the instruction of learners with special needs.

The following excerpt from the White Paper No. 6 (2001:18) provides clear guidelines:

Classroom educators will be our primary resource for achieving our goal of an inclusive education and training system. This means that educators will need to improve their skills and knowledge, and develop new ones. Staff development at the school and district level will be critical to putting in place successful integrated educational practices. Ongoing assessment of educators' needs through our developmental appraisal, followed by structured programmes to meet these needs, will make a critical contribution to inclusion.

In mainstream education, priorities will include multi-level classroom instruction so that educators can prepare main lessons with variations that are responsive to individual learner needs; co-operative learning; curriculum enrichment; and dealing with learners with behavioural problems.

My examination of prevailing education labour law and other relevant law, however, indicates that the participants' expectations of educators in regard to assisting learners who encounter learning problems, currently correspond with and are aligned with the Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (i), Teaching. This legislation requires educators not only "To be a class educator" but also to "Engage in class teaching, which will foster a purposeful progression in learning".

Educators in mainstream education may be confronted by numerous challenges in the implementation of the guidelines suggested in the White Paper 6 on Special Needs Education, particularly when taking the following three significant factors into account: Firstly, educators might not be academically and professionally equipped to meet the challenges of teaching learners with special needs. Secondly, they might lack not only the necessary knowledge and skills but also the initial and further training, which will prevent them from fulfilling their classroom teaching duties effectively. Thirdly, educators will need to attend courses regularly

and be prepared to conduct self-study on a continual basis to equip themselves with indispensable knowledge and skills, which will impact further on educators' schedules and time constraints.

By way of conclusion, the responses and arguments I have presented in this section are consistent with one of the findings of Naylor & Schaefer's reports to the British Columbia Teachers' Federation on teacher workloads and stress (2002:34), which show that high and increasing numbers of students with special needs intensify educators' workloads.

4.3.1.6 Enriching Bright Learners

Table 4.6 Participants' Expectations of Educators in regard to Enriching Bright Learners

Core Duty	Participant Expectations	Alignment with Education Labour Law and Other Relevant Law
Enriching Bright Learners.	Assistance Provided by Educator who is Expected to Stimulate, Motivate, Challenge and Enrich.	<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (i), Teaching. • National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Interpreter and Designer of Learning Programmes and Materials.

The following discussion deals with the types of expectations that the participants hold of educators in respect of **enriching bright learners**. The data revealed that, as in the previous section dealing with the assistance provided by educators to learners with learning problems, the participants similarly expect educators to be conversant with the learning content and teaching methods, which will enrich the learning experiences of bright learners and support them in achieving their optimal potential. A number of participants claim that bright learners who are not intellectually stimulated and challenged may develop discipline problems as they easily become bored in class. Most of the participants expect educators to enrich the work of bright learners in the **class** during lesson time. The codes that emerged from the data included **stimulate**, **motivate**, **challenge**, **interested** and **enrich**, as depicted in Table 4.6 above.

The following responses indicate that most of the participants expect educators to instil in learners a desire for knowledge and a love of learning by stimulating, motivating and challenging them:

- *Instil a thirst for knowledge in learners and motivate them (GB1).*

- *Stimulate by means of Olympiads and challenges (GB3).*
- *Learners who achieve above the average easily become bored with themselves. Therefore, I would like to see enrichment for these learners taking place (GB4).*
- *This is a bonus. Keep them interested with challenges (GB9).*
- *This must be done so that learners can achieve better. Time must be spent on these learners so that they do not get lost (GB10).*
- *Learners must be thoroughly stimulated and challenged (GB12).*
- *Stimulate the learners (GB19).*

Educators need to plan and prepare additional work for learners to complete in class and at home in order to stimulate, motivate and challenge learners effectively. It follows that educators need to spend time conducting additional research and preparing additional worksheets or activities. Some of the participants' responses provide evidence that they expect educators to do this:

- *When a child is of above average ability, he needs to be stimulated. The educator would need to contact the parent so that the child can do additional work at home (GB5).*
- *This aspect is often neglected and under emphasised. Enrichment work must be planned and done with learners but the learners must have access to it (GB6).*
- *Always keep extra, challenging work and tasks on hand for these learners. Work must be challenging. The "top" learners must be able to compete with each other (GB7).*
- *Extra work during didactic work and/or referral to enrichment group (GB11).*
- *Special programmes can be implemented, perhaps extramurally, to stimulate them (GB18).*

In light of this expectation, educators will need to mark and assess the additional work and provide appropriate feedback. Only one participant's response indicated the necessity for parental assistance in the enrichment of bright learners:

- *Must be brought to the parents' attention since the parents need to assist (GB8).*

Some of the participants expressed concern that enrichment of bright learners should not be to the disadvantage or detriment of the remaining learners in the class:

- *This must be managed in such a way that other learners do not feel threatened (GB13).*
- *Where possible, without it being disadvantageous to other learners (GB14).*

GB13 and GB14's responses possibly reflect parents' concerns that learners who receive additional attention from the teacher, for whatever

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reason, may begin to feel singled out or different and experience the educator's well-intended intervention negatively.

Children from a young age are quite capable of assessing their own abilities as well as the abilities of their peers and soon realise that they are being treated differently. Furthermore, learners who are able to cope without intervention may feel disadvantaged, neglected or that the educator does not value them.

The following participant's response may be interpreted as a request to educators:

- *Unfortunately, educators often use these children in the class to assist learners who struggle (GB5).*

This way of thinking is in conflict with the most prominent tenet of Outcomes-Based Education, namely co-operative learning. One of the requirements for Outcomes-Based Education is group teaching. The groups are heterogeneous and comprise bright and average learners as well as learners with learning problems. Educators are required to appoint each learner in the group to a specific role or responsibility. It is within this context that educators sometimes use bright learners to assist the weak learners in the group.

The following participant's response may serve as a reminder to parents:

- *Parents must take care not to overestimate their children's abilities (GB15).*

In conclusion, the responses presented in this section confirm that just as learners who encounter barriers to learning are regarded as learners with special needs, bright learners similarly have special needs. As mentioned in the previous discussion on learners with learning problems, legislation is silent concerning the extent to which it requires educators to extend bright learners. The probability exists that a number of educators may not be equipped to meet these specific expectations. Educators who are equipped to do so, however, may experience an increase in their workloads.

Similar to the previous section, the participants' expectations of educators in regard to extending bright learners correspond with and are aligned with the Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (i), Teaching. This legislation requires educators not only "To be a class educator" but also to "Engage in class teaching, which will foster a purposeful progression in learning".

In addition to the above legislation, the National Education Policy Act, No 27 of 1996, in the Norms and Standards for Educators, under the heading, Interpreter and designer of learning programmes and materials, states, “The educator will also select, sequence and pace the learning in a manner sensitive to the differing needs of the subject/learning area and learners”.

4.3.1.7 Progress Reports to Parents

Table 4.7 Participants’ Expectations of Educators in regard to Progress Reports to Parents

Core Duty	Participant Expectations	Alignment with Education Labour Law and Other Relevant Law
Progress Reports to Parents.	<ul style="list-style-type: none"> • Manner: Accurately, Regularly, Informative. • Purpose: Problems that Require Attention and to Improve. 	<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (v), Communication. • The Constitution of the Republic of South Africa, Act No 108 of 1996, Bill of Rights, Section 32, the right of Access to Information.

Table 4.7 above represents the categories that emerged from the analysis of the data, which emerged in relation to the issuing of learners’ progress reports. These categories closely resemble the categories that emerged in the section dealing with the keeping of learners’ assessment records and profiles (See § 4.3.1.4). Two linked categories emerged from the data analysis on progress reports to parents. The first category revealed the **manner** in which participants expect educators to present progress reports to parents. The key words included, **accurately, regularly, informative, correct** and **clear**. Some of the participant’s responses read as follows:

- *Promptly, accurately and regularly, in other words to place pressure on the “naughty” child’s parents to get involved (GB1).*
- *Regularly and informative (GB3).*
- *Correct and clear (GB14).*

The second category demonstrated the primary **purpose** of a progress report, namely learner progress. The key words included **progress, problems that require attention** and **improve**.

- *This is the channel whereby parents can see whether their child is progressing or not. If the child does not progress, the problem can be solved in good time, either in co-operation with the educator or alone with the child (GB4).*
- *The progress of our children is extremely important to us as parents and we appreciate feedback from the educators (GB12).*

My deduction from these responses is that the participants view the principal aim of progress reports as a means of informing parents of their children's academic progress and to draw parents' attention to potential problem areas, which could cause their children difficulties. However, it is also evident from these responses that some of the participants hold high expectations of educators in terms of learners' progress reports, particularly those who expect continual feedback and on a daily basis:

- *Parents must receive progress reports regularly but parents must have continual access to their children's work and continuously be informed of their progress (GB6).*
- *Interested parents must be able to keep track of progress on a day to day basis (GB16).*

In addition, this response indicates that the participant holds even higher expectations of the educator:

- *Apart from marks, know the learners' personalities, abilities and objectives (GB7).*

In some instances, participants indicated that they would prefer face-to-face interviews between parents and educators:

- *Regularly by means of written feedback and parent interviews (GB19).*

During educator-parent interviews, parents expect educators to advise them on how best to assist their children at home. The positive outcome of the interaction between educator and parents is that the educator is able to build rapport with parents and gain their support. The following response confirms that there are parents who are willing to support educators:

- *Parents must be informed of their child's progress. They must support the educator (GB17).*

More importantly, the following positive response confirms that there are parents who are eager to be involved in their children's education:

- *This will enable us to remain involved in the learner's instruction (GB10).*

My argument in relation to the issuing of learners' progress reports to parents is that this core duty may intensify an educator's workload considerably, particularly where parents expect educators to inform them of their children's progress continually and on a daily basis. Educators

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may encounter difficulties in setting aside time each day to update parents in writing of their children's progress.

Arranging face-to-face interviews on a daily basis, presumably after school hours, may prove to be equally problematic as many educators are expected to be involved in their schools' extra-curricular programmes (See § 4.3.3).

Two striking responses confirm that some parents are attentive to the workloads of educators and hold realistic expectations of educators:

- *An uncomplicated report to keep parents informed is all that is required (GB13).*
- *Important, but must not be overdone. The child is more important. Four times per year is possibly enough (GB 15).*

The issuing of detailed progress reports by the school to parents corresponds with and is in alignment with legislation, which states that the issuing of reports is a compulsory requirement. The Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (v), Communication, requires educators to "Meet parents and discuss with them the conduct and progress of their children". However, this legislation provides neither a detailed account of the format of progress reports to parents nor the frequency of their dissemination. More importantly, the Constitution of the Republic of South Africa, Act No 108 of 1996, Bill of Rights, Section 32, furnishes parents with the right of access to information. According to Bray (2000:59), access to information is a basic requirement in a democratic state that strives for openness, participation, transparency and accountability. The Constitution clearly makes specific reference to the fostering of transparency and providing the public with timely, accessible and accurate information. It follows that the right of access to information plays a crucial role in the fostering of trust relationships between role-players in an educational environment.

4.3.1.8 Other Comments

In this section, participants took the opportunity to affirm those expectations of educators, which they consider to be the most important:

- *The above areas are educators' primary functions. They have been trained and must succeed (GB1).*

This comment (GB1) is consistent with and links to the **Abdicator** category of governing body researched by Creese & Earley, (1999:9), which I discussed in my conceptual framework (See § 1.3.1). The key phrase of an abdicator is, "**We leave it to the professionals.**" Abdicators

maintain limited contact with the school and educators but appear to hold high expectations of educators because they expect educators to manage all the facets of education and teaching. Like GB1, abdicators believe that educators know everything about education and therefore relinquish most of the decision-making responsibilities to educators.

Further responses reflected the participants' expectations of educators to be happy, well-prepared and professional at all times:

- *Educators need to be happy at all times. A happy educator nurtures happy learners and happy learners achieve (GB4).*
- *Parents, make friends with your child's educators. They are doing their best. Do not criticise the educators and the school (GB5).*
- *A well prepared educator produces a good learner (GB10).*
- *To conduct them consistently and professionally at all times (GB19).*

Finally, I view the following response as evidence to support my claim that some parents tend to attach higher expectations to careers, which they consider a calling, such as teaching, as opposed to careers in other disciplines:

- *I am very conservative regarding the three pillars of society – education, police services and nursing. They are a **calling, not a job**. Therefore, they must be done properly. Teaching is one. I expect educators to **put everything in**, to efficiently prepare the country for the future. This does not necessarily take away the parent's duty to educate their children (GB18).*

The participant expects educators to “**put everything in**”. What exactly does the participant expect and require of educators by this open-ended response? This response undoubtedly supports my research question, problem statement and the aims of my research because they are consistent with and link to the King & Peart (1992) study referred to in the first domain of my literature review (See § 2.3.3). The King & Peart study (1992) states that some educators may find the demands of teaching overwhelming owing to the open-ended nature of their work. This confirms my argument that prevailing education labour law does not sufficiently define educators' responsibilities in relation to the core duties and provides a space in which government and parents may expect educators to perform virtually any task.

Furthermore, Hakanen, Bakker & Schaufeli's Job Demands-Resources Model (2005:496-497) shows that although teaching is traditionally viewed as a profession with high commitment and can be viewed as a **calling**, the prevention of educator burnout should be of primary concern for schools. I argue that by referring to teaching as a calling instead of a career implies a sense of charity work and creates opportunities by which parents, by

means of school governing bodies, may expect educators to work relentlessly.

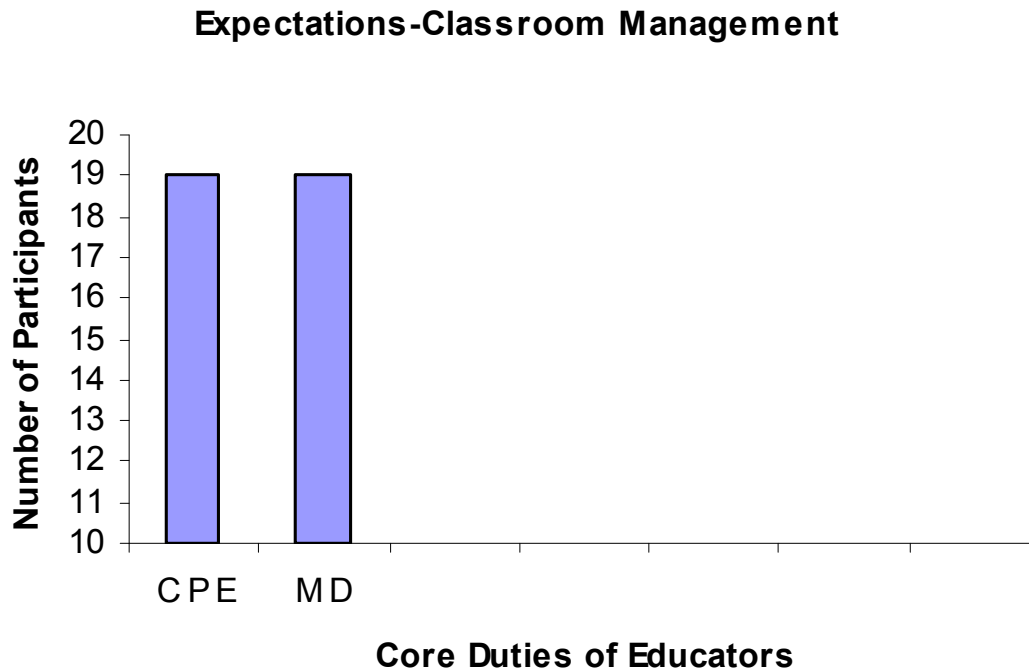
In some cases in point, the nature of the work may infringe on educators' fundamental right to fair labour practices and on their private lives. School communities, governing bodies and parents need to guard against educator burnout, which may negatively affect the high standards and quality teaching maintained by schools in middle-class contexts.

In concluding the comparative legislative dimension of this analysis, I wish to draw the reader's attention to the essence of my argument. Despite the fact that the references to prevailing education labour legislation throughout this discussion, suggest that most of the governing body expectations are aligned with government's expectations of educators, the legislation cannot indisputably be described as explicit in its delimitations. Legislation, in my opinion, is vague, broad and non-specific and may therefore be open to personal interpretation and applications. This may, from time to time, provide school governing bodies with legitimate opportunities to burden educators with additional and in some instances, excessive duties and responsibilities.

4.3.2 Classroom Management

In commencing this section of my document analysis, which focuses on governing body expectations of educators in respect of classroom management, I present a comparative graphic summary of the number of participants who commented on this essential aspect of teaching and learning (Figure 4.2) below. I selected the creation of a positive teaching and learning environment and the maintaining of discipline as the two focal areas of my data collection regarding classroom management.

Figure. 4.2 Comparative Graphic Summary of Participants' Expectations of Educators in regard to Classroom Management (Number of Respondents = 19)



Legend:

C P E = Creating A Positive Teaching and Learning Environment

M D = Maintaining Discipline

Figure 4.2 above demonstrates that participants assign as much importance to the **creation of a positive teaching and learning environment** as they do to **maintaining discipline**. A possible explanation for this line of reasoning may be that the creation of a positive teaching and learning environment depends not only on the availability of educational resources and the physical condition of a classroom but also on the quality of discipline that prevails in the classroom. Thus, the two categories depend on each other in creating a positive teaching and learning environment.

4.3.2.1 Creating a Positive Teaching and Learning Environment

Table 4.8 Participants' Expectations of Educators in regard to Creating a Positive Teaching and Learning Environment

Core Duty	Participant Expectations	Alignment with Education Labour Law and Other Relevant Law
Creating a Positive Teaching and Learning Environment.	<ul style="list-style-type: none"> • Educator's Frame of Mind: Consistent, Friendly, Fair, Honest, Sincere. • Aesthetic Appeal: Cheerful, Neat, Stimulating. • Physical Facilities: Comfortable, Furnished, Equipped. 	<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (i), Teaching.

I identified three significant categories concerning the creation of a positive teaching and learning environment that emerged during the document analysis of the data. The first category referred to the **educator's frame of mind**. The key words indicating this category included **consistent, friendly, fair, honest** and **sincere**.

The participants perceive the educator's frame of mind as one of the key factors in creating a positive culture of teaching and learning:

- *The educator's frame of mind is very important (GB8).*

Following this, the participants expect educators to act professionally, lead by example by being consistent, friendly, faithful and fair and not to bring their personal problems to class. These expectations are evidenced by the following responses:

- *Educators must come across as professionals. They must be friendly, honest, sincere, hardworking and lead by example (GB7).*
- *Learners learn easier in a good atmosphere (GB17).*
- *Children must want to go to school. This can only happen if it is a positive experience (GB18).*
- *Very important to create a culture of learning (GB19).*
- *Learners must enjoy it. It must be positive (GB3).*
- *Educators, please do not come to class with your personal problems. Always be consistent, friendly, faithful and fair (GB5).*

The second category emphasised the importance of the **aesthetic** appeal of a classroom. The participants expect a classroom to be a pleasant and enriching place for learners to spend the greater part of their day as revealed in the keywords **cheerful, neat** and **stimulating**. Learners must want to go to school. It follows that they should also want to be in their

classrooms. Therefore, the participants expect educators to create classrooms, which learners will experience as educationally appealing and in which they will feel excited to learn and achieve. I cite the following responses as evidence for my line of reasoning:

- *Involve learners. Make them excited. Give learners specific responsibilities and positive motivation (GB1).*
- *The class must be neatly painted and learners work must be displayed on pin boards and serve as a basis for information (GB6).*
- *Their classrooms must be cheerful and neat (GB7).*
- *This is very important and contributes to a learner's positive experience of school (GB13).*

The third category related to the condition of the **physical facilities**, which participants assert would enhance classroom management. The keywords were **comfortable**, **furnished** and **equipped**. The participants averred that learners find it easier to learn in classrooms that are comfortable, appropriately furnished and well-equipped and called on parents to assist and support educators to achieve this aim:

- *Make the environment child friendly so that learners feel comfortable. This will make it easier for them to learn (GB10).*
- *Very important. With help from school and parents to furnish and equip the classroom (GB14).*

Two of the participants expressed their concerns regarding the number of learners per ratio:

- *A poor learning environment, for example crowded classes, is not a good thing (GB4).*
- *Begins by the number of learners per class (GB6).*

I concur with these participants' line of reasoning that neither educators nor learners are able to produce academically desirable results in overcrowded classrooms. I provide as evidence, the findings of the Educator Workload in South Africa study, which proves that "class sizes and related issues of overcrowding, staff shortages and inadequate classrooms have an impact on whether and how well workload is managed" (HSRC, 2005:x) (See § 2.4.1). Unfortunately, it appears that neither parents nor educators were consulted by the education authorities prior to the promulgation of policies that define learner per educator ratios.

My examination of prevailing education labour law and other relevant law demonstrates that the participants' expectations of educators regarding the creation of a positive teaching and learning environment for learners appears to be aligned with legislation. The Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (i), Teaching, requires educators to "Establish a

classroom environment, which stimulates positive learning and actively engages learners in the learning process”.

This section, however, does not stipulate what achieving a positive teaching and learning environment entails. It also does not pinpoint the number of hours it expects educators to spend on maintaining their classrooms. This leaves this section open to personal interpretation and it is for this reason that one may come across parents in some middle-class schools who hold high expectations of educators in regard to classroom atmosphere. In response to these expectations, one may discover educators who spend not only a vast amount of time and effort but also large sums of their own money and the school’s money on creating and maintaining the aesthetic and educational setting of their classrooms.

4.3.2.2 Maintaining Discipline

Table 4.9 Participants’ Expectations of Educators in regard to Maintaining Discipline

Core Duty	Participant Expectations	Alignment with Education Labour Law and Other Relevant Law
Maintaining Discipline.	<ul style="list-style-type: none"> • Necessity: Absolutely Essential. • Type: Positive, Constructive. • Applied: Consistently. • According to procedures and policies. 	<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (ii), Extra and Co-curricular duties.

Some of the participants appear to view the **maintaining of discipline** in schools and classrooms as a matter of urgency as evidenced by the occurrence of words such as “**very important**” and “**absolutely essential**” in some of the responses.

The participants’ responses in the first category demonstrate that the **purpose** of maintaining discipline at school is to develop learners’ self-discipline. The following response supports my view that learners’ discipline needs to be a shared responsibility between the home and school:

- *Good education cannot take place in an undisciplined, disorganised or unplanned environment. Self-discipline, class discipline, school discipline and parental discipline contribute to the good academic discipline of the school as well as to sporting and cultural activities (GB6).*

This response demonstrates that discipline ought not to be the sole responsibility of the school and educators. Parents need to accept prime responsibility for disciplining their children in the home so that they arrive at school as well-disciplined individuals. This will enable educators to use the teaching and learning time at their disposal, optimally.

These responses serve as warnings to parents and educators that learners who have not received discipline at home and school may encounter learning difficulties. More troublingly, they may display tendencies for delinquency and anti-social behaviour in later life:

- *A learner without discipline does not have the ability to learn (GB4).*
- *No discipline at home means no discipline at school, which results in criminals (GB17).*

The responses in the second category ascertained that participants prefer educators to maintain **positive discipline** in their classes as opposed to negative, aggressive types of discipline. The participants provided the following suggestions:

- *Be firm but fair (GB15).*
- *Positive discipline is extremely essential (GB13).*
- *Must be applied without aggression (GB8).*
- *Strict at the beginning of the year to create ethos. Slightly kinder thereafter. Positive rewards (GB11).*

In the third category, participants' responses indicated that they expect educators to apply discipline **consistently** and to set guidelines and boundaries so that all learners will know what they may and may not do. The participants were of the opinion that it is important for learners to know where they stand with educators in relation to discipline. They also expect educators to be firm but friendly, responsible, straightforward and worthy of the learners' respect as reflected in these responses:

- *Be consistent. Punish the right things. Communicate problems rather early than late (GB9).*
- *Must be consistent and everybody must be treated the same (GB18).*
- *Must be applied consistently and all learners must know what they may and may not do. The code of conduct must be in place. (GB19).*

In the fourth category, participants were resolute that educators adhere to required **procedures and policies**, which govern discipline in schools and the meting out of punishment.

Participants expect educators to implement the school code of conduct according to the school's policies and procedures and education legislation and are of the opinion that it is important that educators, learners and parents be conversant with the school's code of conduct,

which describes the norms of behaviour acceptable to all members of the school community. Their responses confirm these findings:

- *Must be firm, meaningful, according to the school's policy, constructive, positive and educational (GB3).*
- *Firm, friendly, positive, and straightforward. Learners must know exactly where they stand with the educator in regard to discipline. Always follow the correct procedures for punishment. Play open cards with parents (GB7).*
- *The procedures must be set in place by the school and the educator must implement them accordingly (GB14).*

I similarly wish to argue that it is of utmost importance that school principals and educators be conversant with the legal principles pertaining to discipline and punishment, specifically the principles of natural justice (See § 2.5.2.1).

Some of the participants suggested the following methods of disciplining learners:

- *Allow educators to discipline but once again, involve parents of "naughty" and "difficult" learners. The school, principal and educator must make a "nuisance" of themselves at parents of "naughty" learners (GB1).*
- *The most effective way is to take something positive away, e.g. break (GB8).*
- *Be innovative. Detention is not always the answer (GB1).*
- *Progressive punishment, which includes corporal punishment, is needed (GB19).*

When studying the response of GB19, it is imperative to refer to the relevant legislation that deals with corporal punishment and to note that discipline and punishment meted out to learners at school needs to be consistent with education law. More importantly, corporal punishment is prohibited at all schools.

In terms of Section 10 of the South African Schools Act, No 84 of 1996, it is illegal to apply corporal punishment at any school. Section 10(1) states: "No person may administer corporal punishment at a school to a learner". Section 10(2) states: "Any person who contravenes subsection (1) is guilty of an offence and liable on conviction to a sentence which could be imposed for assault".

Despite all the restrictive procedures and policies educators are expected to abide by, the Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (ii), Extra and Co-curricular duties, requires educators to "Assist the principal in overseeing learner counseling and guidance, careers, discipline and the general welfare of all learners".

4.3.2.3 Other Comments

In this brief section, the participants commented on various aspects of classroom management, concerns about educator performance and on certain personality traits that they expect educators to possess. They demonstrated mixed perceptions regarding the maintenance of discipline. There were those who expect educators to be a “people’s person” while others expect educators to ensure that a comfortable but strict atmosphere prevails in the class at all times:

- *Be a people’s person (GB5).*
- *A comfortable but strict atmosphere must prevail in the class at all times (GB4).*

At this point, I refer to a response, which holds particular significance for this discussion, namely:

- *Identify and penalise lazy educators (GB9).*

This response is consistent with the findings of Creese & Earley’s “**Adversarial**” type of governing body member (1999:9). (See § 1.3.4). Adversaries offer little support and challenge educators at every opportunity. They are frequently critical of what they see and seek to make all the decisions about the running of the school. The expectations of these governing body members appear to be so high, that they may have a detrimental effect on educators and learners. Education legislation does not provide a definition for “lazy” but does provide guidelines on educator competence, performance and achievement management.

Schedule 1 of the Employment of Educators Act, No 76 of 1998, informs the Integrated Quality Management System (IQMS) where the Minister is required to determine performance standards for educators in terms of which evaluators rate their performance. (See § 2.5.3). It is interesting to note that one of the participants calls for educator evaluation by learners:

- *Evaluation by learners (GB11).*

The requirement of appraisal is also prescribed by legislation, specifically the Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (iv) Interaction with Stakeholders. This section requires that educators “Participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management”. In addition, the Employment of Educators Act, No 76 of 1998, Chapter 5, Section 18 (l), Misconduct, asserts that educators are guilty of misconduct when they “perform poorly or inadequately for reasons other than incapacity”.

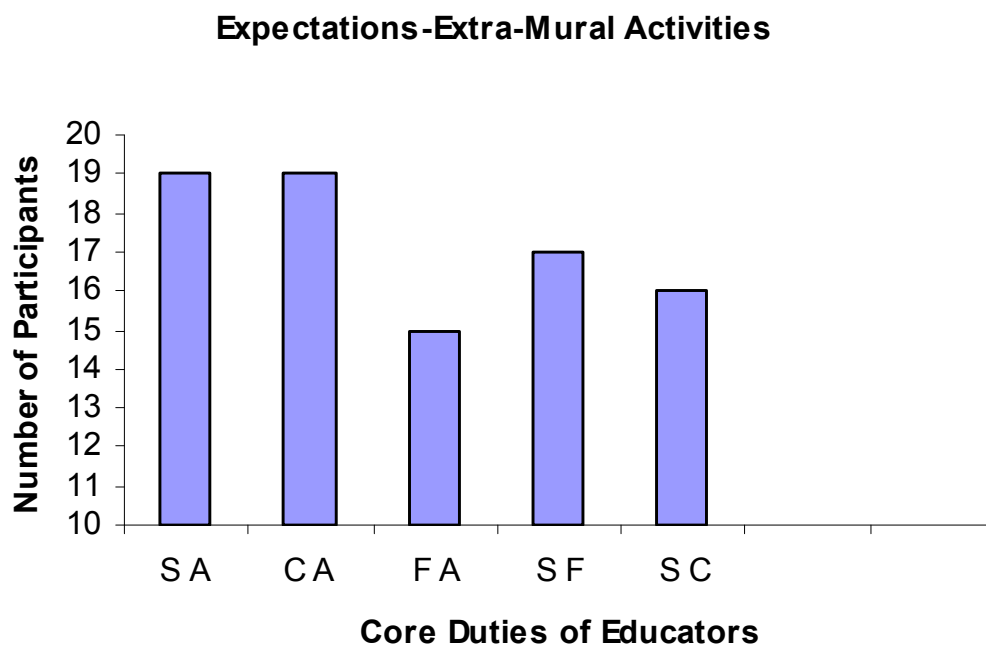
By way of conclusion, the findings in this section indicate that the expectations that members of school governing bodies hold of educators in relation to the maintenance of discipline correspond with and are aligned with the requirements set out in prevailing education legislation. The Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (ii), Extra and Co-curricular duties, requires educators to “Assist the Principal in overseeing learner counseling and guidance, careers, discipline and the general welfare of all learners”.

Apart from discipline, the average South African primary school may in future need to introduce structures, which could assist and support educators in the counseling and guidance of learners who experience trauma and behavioural problems owing to the country’s declining socio-economic climate and the erosion of its moral value system.

4.3.3 Extra-Mural Activities

In the following discussion I present the categories that emerged from the data, which focused on educators’ involvement in extra-mural activities. Figure 4.3 below indicates the number of participants who responded to each of the activities.

Figure. 4.3 Comparative Graphic Summary of Participants’ Expectations of Educators in regard to Extra-Mural Activities (Number of Respondents = 19)



Legend:

- S A = Involvement in Sporting Activities
 C A = Involvement in Cultural Activities
 F A = Involvement in Fundraising Activities
 S F = Involvement in the School's Social Functions
 S C = Involvement in School Committees

The responses represented in Figure 4.3 above provide evidence and support for my working assumption that many parents of learners attending schools in middle-class contexts expect high commitment from educators in relation to extra-curricular activities. Figure 4.3 above illustrates that **sport and cultural activities** received more prominence than other extra-mural activities. This may imply that the participants consider sport and cultural activities to be more important than fundraising and social activities and therefore expect greater educator involvement in these areas. Figure 4.3 above further suggests that participants may regard educators' involvement in the school's **social functions** as more important than their involvement in **fundraising activities**. It may also indicate that participants attach a great deal of importance to educators' contributions of knowledge and experience to committees, particularly those that involve the administration and management of schools.

4.3.3.1 Coaching and Involvement in Sport

Table 4.10 Participants' Expectations of Educators in regard to Coaching and Involvement in Sport

Core Duty	Participant Expectations	Alignment with Education Labour Law and Other Relevant Law
Coaching and Involvement in Sport.	<ul style="list-style-type: none"> • Educators <u>must</u> be Involved in Sport. • Reasons for Educator Involvement in Sport: Get to Know Learners in a Sporting Context. 	<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (ii), Extra- & co-curricular.

Two categories evolved from the data regarding educators' coaching and involvement in sport. In the first category, a significant cluster of participants strongly agreed and insisted that **educators must be**

involved in sport. The use of the imperative “must” implies that the reader may interpret the following responses as demands:

- *They must be involved in this. To be confirmed on their appointment (GB16).*
- *Everyone must be involved. Level of competence must be equally distributed (GB8).*
- *If the educator is knowledgeable, he/she must be involved (GB12).*
- *A bonus if the educator is able to. Passion an even greater bonus. Involvement more important (GB3).*
- *There must always be place for sport in a school and educators’ involvement is always a plus point (GB4).*
- *Very important that educators act professionally in this area, especially in relation to knowledge, commitment, coaching methods, diligence, involvement, etc (GB7).*
- *Educators are an important link (GB19).*

The following responses provide further evidence that participants view sport as such an important extra-mural activity that they are unwilling to accept any excuses from educators for not being involved:

- *Very important to be involved. The educator cannot possibly know everything about all the sports but can organise (GB1).*
- *If an educator does not know how to coach a certain sport, he/she should attend a course or obtain a coach (GB5).*
- *The role of male educators is very important and if there is a shortage of male educators, outside coaches must be brought in. Parents also play a positive role in the junior level up to U/10 (GB15).*

Similar to GB15, the following participant also suggests that schools acquire the assistance of professional coaches:

- *According to job description. Rather get specialist coaches in e.g. from colleges, etc (GB2).*

When examining the reasoning behind these responses I tended to question the participants’ motives to explore what drives their expectations. I reflected on whether the requests for professional coaching related to a concern for the workloads of educators or to an attempt to guarantee the sporting achievements of their schools and children.

Only a few participants demonstrated genuine concern for fair labour practices and the optimal utilisation of instruction time in education:

- *Educators ought to be paid extra for the long hours they spend on the sports field in wind and weather (GB13).*
- *Only if educators have the time. Instruction comes first. Parents can be involved in coaching (GB18).*

- *With payment. According to interest. Sufficient training and guidelines e.g. Sports policies (GB11).*

The second category explained some of the **reasons** expressed by participants in support of their expectations for educators to be involved in sports coaching. The participants' perceptions are primarily that it is essential for the educator to **get to know the learners in a sporting context** not only in an academic context:

- *It is another way of getting to know the learner at a different level and even the parents (GB4).*
- *Educators need to get to know their learners at a different level other than at only academic level. Educators need to know the child's personality in all areas. Sport provides opportunities for learners who are not always successful. Everybody is able to run, or at least try (GB6).*
- *To be involved in sport provides the learner the opportunity to get to know the educator in another area not only in the classroom (GB10).*
- *A healthy body promotes a good ability for learning (GB17).*
- *Very necessary. Be positive. The learners must enjoy themselves (GB9).*

At this point I want to refer again to a response, which gives the impression of a sense of urgency and may be interpreted as an appeal for sports organisers and principals to protect the interests of educators:

- *Protection against parents from the sport organiser and principal (GB11).*

GB11's response provides evidence that in a certain school, parents appear to be harassing or perhaps bullying some of the educators, specifically those who coach sport. The connotation of this response confirms one of Roos' (Department of Education, 2004:99) concerns, which I referred to in my conceptual framework and working assumption. Roos claims that some school governing bodies, particularly in ex-HOA schools, control schools and dictate to the educators how they should manage their professional responsibilities (See § 1.3.4).

My examination of prevailing legislation, specifically Section 21(b) of the South African Schools Act, No 84 of 1996, revealed that one of the allocated functions of the school governing body is to determine the extra-mural curriculum of the school. However, neither Paragraph 3, Section 3.1 (i) (cc) nor Section (e) (ii) Extra- & co-curricular of the Employment of Educators Act, Personnel Administration Measures, Chapter A, Paragraph 4.5, specifies the nature and scope of such extra-mural activities. The only reference to the extra-mural curriculum is contained in Section (e) (ii) and reads, "To share in the responsibilities of organising and conducting extra and co-curricular activities".

Similarly, the Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (v), Communication, states, “Educators must maintain contact with **sporting**, social, cultural and community organisations”. This section does not expand on the extent of educators’ involvement in such organisations.

As I have shown in a number of paragraphs above, despite the fact that the governing body expectations appear to be aligned with prevailing education labour law, silences and gaps in prevailing education labour law create spaces, which allow parents to apply their own interpretations of the law. This may, from time to time, provide school governing bodies with legitimate opportunities to burden educators with additional and in some instances, excessive duties and responsibilities.

4.3.3.2 Involvement in Cultural Activities

Table 4.11 Participants’ Expectations of Educators in regard to Involvement in Cultural Activities

Core Duty	Participant Expectations	Alignment with Education Labour Law and Other Relevant Law
Involvement in Cultural Activities.	<ul style="list-style-type: none"> • Educators need to be Involved in Cultural Activities. • Requires Special Skills and Training. • Reasons for Educator Involvement in Cultural Activities. 	<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (ii), Extra- & co-curricular.

By comparison, the participants’ responses in this section were dissimilar to those provided in the previous section dealing with educator involvement in sport in the sense that the tone of the responses did not appear to be as demanding. Although most participants indicated that they expect educators to be involved in cultural activities, fewer participants used the imperative “must” in their responses:

- *This is an integral part of education and educators must be involved (GB16).*
- *I view this as part of a holistic education. Educators must be involved in this (GB18).*

The following responses confirm that most participants view cultural activities as an important part of the school’s extra-mural programme and expect educators to be involved:

- *Very important to be involved. The educator cannot possibly know everything about all the cultural activities but can organise (GB1).*

- *A bonus if the educator is able to. Passion an even greater bonus. Involvement more important (GB3).*
- *As with sport, cultural activities are essential and it is always good to see an educator involved (GB4).*
- *Educators can contribute meaningfully (GB12).*

Following this, some participants drew attention to the fact that some types of cultural activities require the involvement of educators who have received **special training** and who have the necessary **skills**:

- *According to job description. Specific posts responsible for these (GB2).*
- *Yes, if trained in this area (GB7).*
- *The educators who have the necessary expertise must be encouraged and should be given outside support where necessary (GB8).*
- *As agreed to in job description and contract. According to availability of skills (GB14).*

A few participants voiced their concern about certain extra-mural activities, such as sport, receiving more prominence than others:

- *In every school, there are educators who excel at cultural activities, better than in sport, but take care not to neglect one at the cost of the other (GB5).*
- *Maintain a good balance (GB19).*

Some of the participants demonstrated concern for the working conditions and workloads of educators and responded in the following way:

- *With payment. According to interest (GB11).*
- *Educators ought to be paid extra for the long hours they spend (GB13).*

Most of the participants provided **reasons** for expecting educators to be involved in cultural activities. Among these were:

- *An educator must set an example of a balanced lifestyle at all times. An educator may be expected to be involved in some cultural activity such as land service, debating, choir, chess, dancing, religion, etc (GB6).*
- *Be involved where possible since this sends a message of a well-balanced life to the learners (GB7).*
- *So that the learner can experience the interest of the educator. There should also be communication in an informal manner (GB10).*
- *Group participation is more important than individual participation but a balance should be maintained. Educators must be in a leadership role with parents assisting where necessary (GB15).*
- *A healthy body promotes a good ability for learning (GB17).*

In my examination of prevailing education labour law and other relevant law, I found that similar to the previous section dealing with educators' involvement in sport, the only reference to cultural activities in legislation that I could locate was in the Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Chapter 4: Presentation of Data Collection, Analysis, Findings and Interpretation: Open-Ended Questionnaires

Section (e) (v), Communication. This section states, “Educators must maintain contact with sporting social, **cultural** and community organisations”, but does not expand on the extent of educators’ involvement in such organisations. I therefore argue that although the participants’ expectations of educators in regard to involvement in cultural activities appear to be aligned with legislation, silences and gaps in the legislation may create legitimate opportunities for parents to allocate more duties and responsibilities to educators without due consideration for their workloads.

4.3.3.3 Involvement in Fundraising Activities

Table 4.12 Participants’ Expectations of Educators in regard to Involvement in Fundraising Activities

Core Duty	Participant Expectations	Alignment with Education Labour Law and Other Relevant Law
Involvement in Fundraising Activities.	<ul style="list-style-type: none"> • Responsibility of Educators vs. Responsibility of Parents. • Schools need to be Managed as Businesses. 	<ul style="list-style-type: none"> • Prevailing education labour law is silent.

Three patterns of thinking emerged from the data. Firstly, there were participants who expect educators to be fully involved in the school’s fundraising activities. They responded as follows:

- *It is nice to see educators roll up their sleeves to work for extra funds, which are in any event ploughed back into the school, making it pleasant for him/her to teach (GB4).*
- *Educators can be expected to contribute to the school’s activities so that sufficient facilities can be provided for the learners (GB10).*
- *Yes, where necessary (GB12).*
- *These days fundraising is indispensable. They must be involved in this (GB16).*

Secondly, some participants responded that they expect both educators and parents to accept joint responsibility for raising funds for the school. Their responses read as follows:

- *The main responsibility of parents but educators must give their support (GB1).*
- *According to job description. Parents also have a duty (GB2).*
- *Every school must have a PTA that works with the school on fundraising projects (GB5).*

- *Yes, if an educator has been given this type of activity, otherwise more focused on the PTA (GB7).*
- *Everybody is expected to pay attention to the school's finances, including parents, educators and learners (GB17).*

Thirdly, a number of participants affirmed that fundraising is the sole responsibility of parents, as educators must focus on instruction. These are some of their responses:

- *An educator may assist although it is most certainly not one of his/her tasks (GB1).*
- *Should be involved only when his/her class' parents are involved (GB6).*
- *Primarily parents' responsibility. Support is important (GB3).*
- *The load on educators is already heavy. This ought to be the parents' responsibility under guidance of the PTA (GB8).*
- *As few as possible but effectively. Involve everyone (GB9).*
- *Minimal (GB11).*
- *Parents must be involved. Educators have too much work (GB13).*
- *Only logistically, such as handing out and collecting, otherwise voluntary (GB14).*
- *Educators must focus on instruction (GB15).*
- *Parents must operate these themselves. Educators are too busy (GB18).*

The salient category to emerge in this section centred on the participants' claims that schools need to be managed as **businesses**. In many similar businesses, fundraising is indispensable. Fundraising objectives must be set and particularly in a school, the role of school funds in the balancing of budgets may not be underestimated.

- *Remember the school is the educator's second employer and is a business (GB1).*
- *This is very important for any school, which is managed like a business (GB5).*
- *All parents must be invited to participate and objectives should be set for fundraising. The role of school funds in the balancing of budgets should not be underestimated (GB15).*
- *Finances are always important (GB17).*

These participants fit the profile of Roos' (Soudien, Department of Education, 2004:99) typology of governing bodies, in which he claims that some school governing bodies operate according to a corporate discourse. They see themselves as boards of directors that, as in any other enterprise, have the job of setting the direction of the school. It is comprehensible that some governing bodies may operate according to a corporate discourse because they have received the mandate for doing so from legislation.

The legislation, which has mandated parents, is the South African Schools Act, No 84 of 1996. Section 36(1) of this Act, places a responsibility on the governing body to “Take all reasonable measures within its means to supplement the resources of the school with the aim of improving the quality of education provided by the school”. In brief, government has shifted its responsibility for funding education to parents.

Moreover, the responses of the participants concerning their expectations of educators to be involved in fund raising activities are symptomatic of the effects of decentralisation and the self-management of schools. As I have noted, decentralisation is characterised by “marketisation” and a tendency towards “new managerialism”. Chan & Mok (2001:30) claim that managerialism and marketisation are closely related to the heightened concern for the quality of services.

The result of my examination of prevailing education labour law in relation to educators’ involvement in their school’s fundraising activities was compelling. I was unable to find any references to fundraising as being part of a school’s extra-mural activities. This implies that legislation is silent on this aspect despite the fact that my findings are evidence that parents expect educators to be involved in fundraising activities. A possible explanation for the omissions and silences in the legislation may be attributed to the fact that fundraising was originally intended to be the sole responsibility of parents. Consequently, the motivation for assigning this duty to educators is rather unconvincing since it does not derive directly from legislation.

4.3.3.4 Involvement in the School’s Social Functions

Table 4.13 Participants’ Expectations of Educators in regard to Involvement in the School’s Social Functions

Core Duty	Participant Expectations	Alignment with Education Labour Law and Other Relevant Law
Involvement in the School’s Social Functions.	<ul style="list-style-type: none"> • Importance of Educator Involvement in the School’s Social Functions. • Fosters Teamwork, Team-building and Communication between Parents and Educators. 	<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (v), Communication.

Surprisingly, in this section, all but a few of the participants strongly expressed that they expect educators to be involved in the school's social functions, which may include staff and parent picnics, barbeques, dances, "meet new parents evenings" and sponsors' parties. The seriousness, with which one participant views the **importance** of educator involvement in the school's social functions, was exemplified by the following response:

- *Parents **demand** their presence (GB16).*

The following responses exemplified a similar pattern of thinking as reflected by the imperative "must":

- *The entire personnel must be involved in social activities such as team-building functions, etc (GB5).*
- *An educator must be involved in social activities (GB6).*
- *Educators must attend to meet parents and build spirit (GB18).*
- *Be socially involved with parents and sponsors (GB19).*

These participants expressed their motivations for expecting educators to be involved in the school's social functions. The motivations are based on the premise that social involvement fosters **teamwork, teambuilding** and **communication** between educators and parents:

- *A professional duty, more than a requirement. It creates team spirit (GB2).*
- *Teamwork is made possible by social activities and a good team requires many social activities **especially in the busy world in which we live** (GB4).*
- *It is good if educators are part of this area. It carries a positive image to the outside (GB7).*
- *Very important for success (GB9).*
- *So that educators are also able to communicate with parents (GB10).*
- *Yes, it is good to get to know parents (GB12).*
- *He/she must get to know parents better, associate with them and make friends with them. By knowing a parent you get to know the child (GB6).*

The following participants expressed a measure of reservation concerning educators' involvement in the school's social functions and expect educators to be involved subject to the following conditions:

- *As required and depends on the educator's personality and situation at home / family (GB1).*
- *Voluntary (GB8).*
- *Voluntary and for enjoyment (GB11).*
- *Parents must be involved. **Educators have too much work** but may attend if they wish (GB13).*
- *Only where regarded necessary by principal, parents or self (GB14).*
- *It is important that educators and parents be socially involved although educators should not be overloaded with arrangements. The PTA must play a role (GB15).*

In my examination of prevailing education labour law, I found that the Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (v) Communication, states that, “Educators must maintain contact with sporting **social**, cultural and community organisations”, but does not expand on the extent of an educator’s involvement in such organisations. Educators are also expected to maintain contact with the public on behalf of the principal, which is likely to include attending social functions. These expectations may also be viewed as being in broad alignment with the aims of the South African Schools Act, No 84 of 1996, as articulated in its preamble, namely to foster a partnership between the state, educators and parents.

Similar to the previous discussions and conclusions drawn concerning educators’ involvement in extra-mural activities, it appears that silences in legislation render social involvement activities open to interpretation. This implies that parents may legitimately expect educators to co-ordinate, attend and work at any type of function associated with the school on any given day and at any given time.

4.3.3.5 Involvement in School Committees

Table 4.14 Participants’ Expectations of Educators in regard to Involvement in School Committees

Core Duty	Participant Expectations	Alignment with Education Labour Law and Other Relevant Law
Involvement in School Committees.	<ul style="list-style-type: none"> • Educators must be Represented on School Committees. • Channels of Communication are Important. 	<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (v), Communication.

The findings in this section are consistent with the findings I discussed in the previous sections that focus on educators’ involvement in extra-mural activities. The participants’ responses exemplified their expectations of educators to be involved in various **school committees**. These responses, which all include the imperative “must”, exemplify the importance with which the participants view educator representation on school committees:

- *At every school, the personnel and the principal must be present on the PTA and School Governing Body (GB5).*
- *Yes, educators must serve on committees. Educators have experience in where the problem areas are and know what the real needs are (GB6).*
- *There must be representation for mutual communication (GB7).*

- *Educators must hold the interests of the school in their hands and contribute to the management of the school (GB10).*
- *Selected educators must be involved (GB16).*

This way of thinking was also evident in the following responses:

- *A professional duty, more than a requirement (GB2).*
- *On a rotation basis (GB3).*
- *One or two involved in the PTA. It is important that there is representation on the School Governing Body from all the phases and facets of the school since parents do not have first-hand information about these things (GB8).*
- *Wide involvement. Inform people (GB9).*
- *A representative is essential (GB12).*
- *I think educator representation is necessary. They must have a say in the operation of the school (GB18).*
- *Make important contributions in the interest of effective education and teaching (GB19).*

The following participants were not as persistent regarding their expectations regarding educator involvement in school committees:

- *According to educators' skills (GB1).*
- *Only the representative (GB11).*
- *Parents must be involved. Educators in an advisory capacity only (GB13).*
- *Voluntary (GB14).*
- *Very important to support the principal and educators. Only the principal and heads of department should be involved. The role of the principal as head of the school should not be undermined. Channels of communication are very important (GB15).*

In summing up the reasons why the participants expect educators to be involved in the school's committees, I found evidence in the responses that confirms that participants view educators as having knowledge and experience of problem areas in a school and are conversant with the real needs of the school. According to GB8, parents often do not have first-hand information on some of the important matters surrounding school administration and management. I agree with this claim that educators often have the type of first-hand experience of educational matters that parents often do not have. Therefore, educators' perspectives on and approaches to certain matters or situations will differ from those of parents. It is for this reason that Section 23(2) (b) of the South African Schools Act, No 84 of 1996 makes provision for educator representation on the school governing body. In this way, educators are able to contribute to the management of their schools.

In addition, educator and parent representation on various school committees fosters communication between educators and parents:

- *There must be representation for mutual communication (GB7).*

Finally, I find the following response significant in terms of my working assumption:

- *Always nice to see educators involved in school committees. This tells me one thing, “Here is an educator who is prepared to **walk the extra mile**” (GB4).*

One may ask what precisely does the cliché, to “walk the extra mile” entail? Why do parents expect educators to “walk the extra mile”? A possible explanation may be that, as previously discussed, many people view teaching as a calling and therefore expect more of educators. Hakanen, Bakker & Schaufeli (2005:496-497) argue that teaching is traditionally viewed as a profession with **high commitment** and can be viewed as a calling. In my opinion, this implies that parents expect educators to be willingly involved in additional school related activities.

GB4’s response also exemplifies one of the findings arising from Dinham & Scott’s study (2000:8-9), which demonstrated that there was a clear feeling among educators that **community expectations** had increased in recent times and that the community was perceived as being more critical and less appreciative of educators and schools.

In brief, the expectations held by the participants in respect of educators’ involvement in school committees are in alignment with the Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (v), Communication. This section states that, “Educators must participate in departmental committees”.

In addition, Section (e) (iv), Interaction with stakeholders, states that, “Educators must participate in the school’s governing body if elected to do so”. Although it may be reasonable for participants and the state to expect educators to be actively involved in various committees, we need to consider Hargreaves’ suggestion that increased accountability has led to an **increase in paperwork and time spent attending meetings**, conferences and workshops, which offers strong support for the intensification thesis. (1992:94).

In rounding up this discussion, I refer the reader to Apple (2001:417) who cites Whitty et al., (1989) to emphasise the consequences of intensification (See § 2.3.1.1):

Because of the intensification, both principals and educators experience considerably heavier workloads and ever-escalating demands for

accountability, **a never ending schedule of meetings** and in many cases a growing scarcity of resources both emotional and physical.

4.3.3.6 Other Comments

In conclusion of this discussion, which focused on educators' involvement in extra-mural activities, some participants re-iterated the lines of reasoning, which they regarded as the most significant:

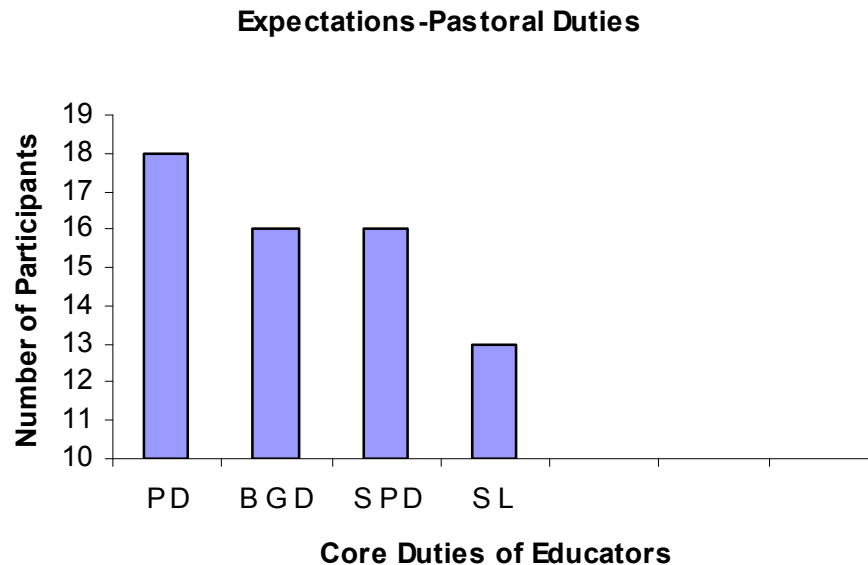
- *I in no way expect an educator to be involved in all extra-mural activities. He/she must still have time for his/her career and time for himself/herself (GB4).*
- *There must be a good relationship between the principal, senior personnel and educators to get the best of everyone and to manage the school as a business (GB5).*
- *Recognition of "outside" sports not offered at school (GB9).*
- *The educator is the link between the school and parents who serve on the PTA and governing body (GB10).*
- *The principle is that the educator's primary task is teaching responsibilities. The rest is secondary (GB18).*

The various categories, which I identified and elaborated on in my analysis, provide evidence that the members of school governing bodies of schools situated in middle-class contexts attach significant value to educators' involvement in and contributions to extra-mural activities in the primary school. However, total educator commitment to all these activities may contribute to an intensification of educators' workloads. I substantiate my argument and claim by citing Dinham & Scott (2000:8-9) who from their studies, broadly concluded that the major concern for both educators and their partners focused on the increase in workload, particularly administrative workload. In addition, **extra-curricular obligations were seen to impinge on family life.**

4.3.4 Pastoral Duties

Prior to my discussion on governing bodies' expectations of educators in respect of pastoral duties, I present a comparative graphic summary of the number of participants who responded to each of the aspects that focus on caring for learners at school (Figure 4.4) below.

Figure. 4.4 Comparative Graphic Summary of Participants' Expectations of Educators in regard to Pastoral Duties (Number of Respondents = 19)



Legend:

- P D = Playground Duty
- B G D = Bus and Gate Duty
- S P D = Scholar Patrol Duty
- S L = Sick Learners

It is evident from Figure 4.4 above, that participants view **playground duty** as the most important pastoral duty they expect educators to perform. They furthermore attach equal importance to **bus, gate** and **scholar patrol duty**. Considerably fewer participants expect educators to care for **sick learners**.

4.3.4.1 Playground Duty

Table 4.15 Participants' Expectations of Educators in regard to Playground Duty

Core Duty	Participant Expectations	Alignment with Education Labour Law and Other Relevant Law
Playground Duty.	<ul style="list-style-type: none"> • Playground Duty is Essential. • Discipline. • Learner Safety. 	<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 3, Section 3.1, (b) (i) (dd), Pastoral Duties.

In this section, participants expressed that they view playground duty as an essential pastoral duty. The following responses confirm:

- *Playground duty is essential (GB6).*
- *Very important and must be managed by educators (GB15).*
- *There must be clear duties for all personnel (GB5).*
- *Children at school are the school's responsibility (GB17).*
- *Yes, during school hours (GB14).*
- *Must take place daily (GB16).*

Some participants, however, felt that learners should assist educators in this duty:

- *Learners, particularly the senior phase must be trained and involved (GB1).*
- *Supported by prefects (GB8).*

When studying the motivations for the responses, I found three lines of reasoning emerging. The first cluster of responses confirmed that participants are of the opinion that playground duty plays a vital role in the maintenance of **discipline** in a school. These were some of the responses:

- *Good for learners' discipline (GB4).*
- *Educators must be on duty in strategic places to maintain school discipline and to see the ways in which learners keep themselves busy (GB6)*
- *Necessary to maintain discipline (GB18).*
- *Very important that discipline rests on the parents and school and not the prefects (GB9).*

The second cluster of responses substantiated the participants' perceptions that playground duty ensures learner **safety** at school:

- *It is important to move around between the learners and to ensure that they are safe. In this way, one can also see how they communicate and treat each other (GB10).*
- *Yes, to monitor children's safety (GB12).*
- *Important to monitor the learners' safety. It makes them feel secure (GB19).*
- *Important for learners' safety. Make sure irregular things do not occur (GB7).*

The third line of reasoning was directed at the **social** context of playground duty:

- *It is also the place where educators will be able to notice unhappy children, e.g. hungry children standing all alone and without a lunchbox (GB4).*

The above response implies that parents expect educators to respond to social work issues at their schools. This response is consistent with the research findings of Dinham & Scott (2000:7). They found that two of the sources of dissatisfaction mentioned by educators included changes to

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school responsibilities and management as well as “increased expectations placed by society on schools and educators to solve the problems society seemed unwilling or unable to deal with”.

Despite Dinham & Scott’s (2000:7) contribution to the debate surrounding increased societal expectations, my examination of prevailing South African education labour law pertaining to playground duty revealed that the participants’ expectations of the school and educators are in alignment with prevailing education labour law. The Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 3, Section 3.1 (b) (i) (dd), specifies the pastoral care core duties as **ground**, detention and scholar patrol duty, etc.

4.3.4.2 Bus and Gate Duty

Table 4.16 Participants’ Expectations of Educators in regard to Bus and Gate Duty

Core Duty	Participant Expectations	Alignment with Education Labour Law and Other Relevant Law
Bus and Gate Duty.	<ul style="list-style-type: none"> • Bus and Gate Duties are Essential. • Learner Safety. 	<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 3, Section 3.1, (b) (i) (dd), Pastoral Duties.

In my analysis of the data that emerged from participants’ expectations of educators in relation to bus and gate duties, I found the participants’ responses similar to the responses in the previous section, which pertained to playground duty. The participants demonstrated concerns based on issues of learner **safety** as evidenced by the following responses:

- *Children at school are the school’s responsibility (GB17).*
- *This is essential to ensure the child’s safety (GB4).*
- *A big necessity, especially with our country’s high crime rate (GB7).*
- *Children are children and no child should ever be left in a group without the supervision of an adult (GB6).*
- *This is important in terms of the learners’ safety (GB10).*
- *Yes, to supervise and monitor children’s safety (GB12).*
- *Gate duty can be done by a security company. It is necessary, however, for an educator to be available for bus duty (GB18).*

Some participants were of the opinion that educators should be assisted in carrying out these duties:

- *Administrative personnel must assist (GB15).*
- *The responsibility of prefects. An educator to be on duty if possible (GB19).*

It is possible for this response to be interpreted along two lines of thinking:

- *Educators must travel with learners (GB16).*

This expectation would be in alignment with prevailing education labour law if the participant intended that educators need to accompany and supervise learners who travel by bus to sports meetings and excursions. On the contrary, if the participant intended that educators need to accompany learners traveling by bus to their homes each day, I would view the response as compelling evidence in terms of my claim that members of school governing bodies at primary schools situated in middle-class contexts tend to hold high expectations of educators. Owing to time constraints, educators would undoubtedly find it impossible to meet expectations of this nature.

Nevertheless, educators need to abide by the prescriptions of education labour law, specifically the Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 3, Section 3.1 (b) (i) (dd), which specifies pastoral care core duties as ground, detention and scholar patrol duty, etc.

4.3.4.3 Scholar Patrol Duty

Table 4.17 Participants' Expectations of Educators in regard to Scholar Patrol Duty

Core Duty	Participant Expectations	Alignment with Education Labour Law and Other Relevant Law
Scholar Patrol Duty.	<ul style="list-style-type: none"> • Learner Safety. • Involve Learners. • Educators Guide and Supervise. 	<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 3, Section 3.1, (b) (i) (dd), Pastoral Duties.

During the data analysis of the responses in this section, it became evident that the participants yet again linked pastoral care duties such as scholar patrol duty to learner **safety**. In light of their perceptions, most participants felt that learners ought to be trained to carry out this duty under educators' supervision and guidance. All of the following responses reflected the same line of reasoning:

- *Very important in specific schools (GB16).*

- *A good way to communicate with parents, to make eye contact with them and to let them understand: “I am here at all times for your child and his/her safety” (GB4).*
- *Learners need to be selected. A programme needs to be worked out for them to carry out their duties. The educator who is in charge must know what it all entails (GB5).*
- *Educators guide learners where necessary (GB7).*
- *The presence of an educator creates a sense of trust with the parents and learners (GB8).*
- *Supervision is necessary, but must it be an educator? Can't a parent perhaps do it? (GB18)*
- *The responsibility of prefects. An educator to be on duty if possible (GB19).*

The following response links to the findings of a study by Gallen et al. (1995b:55) referred to by Naylor (2001:4), which I cited in my literature review:

- *Educator supervision is necessary especially for learners who need to cross busy roads to get to school (GB10).*

The results of Gallen's study provides evidence that educators often suffer from role confusion because of the diversity of roles they perform on behalf of their students, schools and communities. Educators are, among others, expected to be counsellors, social workers, nurses, chauffeurs, fund-raisers, mediators, public relations officers and entertainers.

Since all roles are important and educators are constantly pressed for time, they must often make difficult choices about their priorities (See § 2.3.3). Moreover, the findings indicate that Gallen et al. may need to add the role of traffic officer to their list of roles.

The Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 3, Section 3.1 (b) (i) (dd), specifies pastoral care core duties as ground, detention and **scholar patrol duty**, etc. Therefore, the participants' expectations of educators, which I discussed in this section, are aligned with prevailing education labour law.



4.3.4.4 Sick Learners

Table 4.18 Participants’ Expectations of Educators in regard to Sick Learners

Core Duty	Participant Expectations	Alignment with Education Labour Law and Other Relevant Law
Sick Learners.	<ul style="list-style-type: none"> Parents’ Responsibility. Educators to Act According to Policy and Follow the Correct Procedures. 	<ul style="list-style-type: none"> Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (iii), Administrative. Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (ii), Extra and Co-curricular.

In this section, I present the findings of the analysis, which focused on participants’ expectations of educators in respect of the handling of sick learners. As I mentioned previously (See § 4.3.4), not many parents expect educators to supervise sick learners. I cite the following responses as evidence:

- *Learners, particularly the senior phase must be trained and involved (GB1).*
- *Secretaries (GB3).*
- *No sick child is kept at school, as we do not have a sick room. We send the child home. We do not administer medication to children (GB5).*
- *Refer to secretaries (GB11).*
- *I do not expect an educator to spend time on this. The secretaries must contact the parents (GB18).*

More specifically, participants aver that sick learners remain the **parents’ responsibility**. I substantiate my finding thus:

- *Responsibility of parents. Contact the parents (GB9).*
- *Parents must be contacted immediately (GB8).*
- *Inform parents to ensure that the learners receive the necessary medical treatment (GB10).*
- *Learners’ parents must take responsibility (GB13).*
- *Parents’ responsibility (GB17).*

The participants do, however, expect educators to act according to the school’s **policy** and to follow the **correct procedures** as evidenced by these responses:

- *The educator must handle the situation according to policy (GB6).*
- *Yes, according to the school’s procedures (GB14).*
- *Be sympathetic. Report to responsible person immediately (GB7).*

- *Parents must be informed when a learner is ill. A tendency of continual illness must be followed up (GB15).*

In my opinion, it would be prudent for educators to take note of GB4's advice because if an educator administers medication to a learner who suffers negative reactions to the medication owing to allergies, then the educator could be liable for the damages to the learner:

- *Be careful of giving medication, there may be negative reactions. Rather contact the parents (GB4).*

The Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (iii) Administrative, states that educators must perform or assist with one or more of other non-teaching administrative duties such as first aid and accidents. In addition, Section (e) (ii) Extra and Co-curricular, also states that, "Educators must cater for the educational and general welfare of all learners in their care". It therefore follows that the participants' expectations of educators in respect of sick learners are aligned with prevailing education law.

4.3.4.5 Other Comments

The participants took this opportunity to highlight specific expectations of educators, which they considered to be of the utmost importance. These are their comments:

- *An educator's sympathetic ear creates confidence in the learner. When a learner is able to trust an educator, respect comes naturally (GB4).*
- *The principal, PTA and School Governing Body, must initiate everything that is decided and managed at a school. The various "heads" must delegate and ensure that everything is done (GB5).*
- *An educator can be expected to identify the social welfare cases in the school and to manage this according to policy (GB6).*
- *Religion is critical. Stop avoiding it. 70% of the learners are Christians. Every school's own choice – Very important (GB9).*
- *The support that educators give instils in learners a sense of safety and makes them feel that the educator cares for them (GB10).*

As GB10's comment clearly demonstrates, learner safety was the salient focus of the discussion on pastoral duties. Participants frequently expressed concern for learners' safety, which is comprehensible considering the trend towards crimes committed against women and children. In addition, recent media reports confirm an increase in violent crimes occurring at schools despite attempts by Government to secure schools. In the Western Cape, for example, Government initiated the Safe Schools Project and provided the funding for the construction of steel

palisade fences and gates along the perimeters of public schools. The prevalence of gangs and their associated criminal activities, particularly at some schools in the Western Cape, necessitated this initiative. It is against this background that the participants' principle concern was for educators to create sound relationships of **trust** with parents and learners. Naturally, such relationships are nurtured when educators show that they care for learners by fulfilling their pastoral roles diligently and effectively.

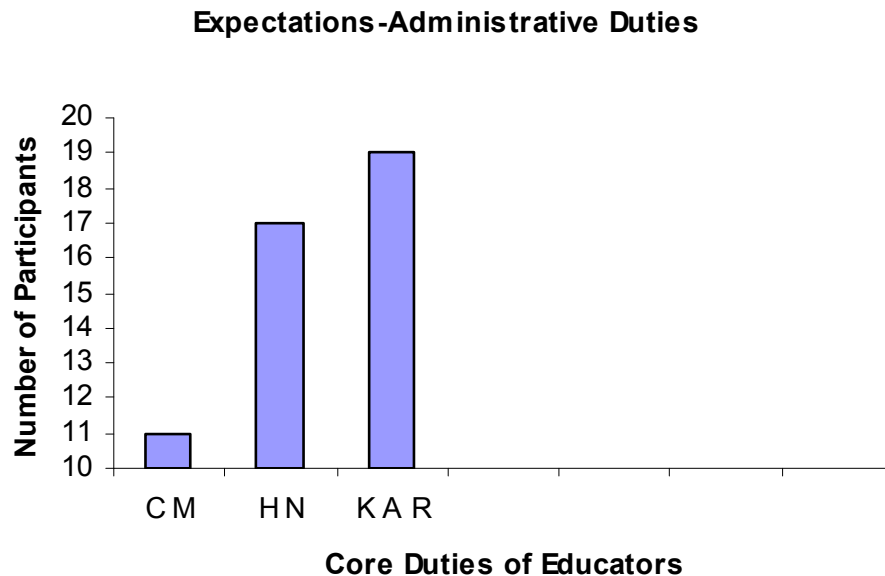
My examination of prevailing education labour law in respect of pastoral duties revealed that the participants' expectations of the school and educators correspond with and are in alignment with Paragraph 3, Section 3.1 of the Personnel Administration Measures contained in the Employment of Educators Act, No 76 of 1998. The pastoral core duties (b) (i) (dd) are specified as ground, detention and scholar patrol duty, **etc.** The *etcetera* added at the end of this line is particularly significant since it leaves this duty open-ended and subject to individual interpretation. Educators may therefore be expected to do any type of duty, which involves the supervision and care of learners.

In addition, the Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (iii), Administrative, states that educators must perform or assist with one or more of other non-teaching administrative duties such as first aid and accidents. Section (e) (ii) Extra and Co-curricular, also states that, "Educators must cater for the educational and general welfare of all learners in their care".

4.3.5 Administrative Duties

The discussion below deals with my findings, which emerged from the data I gathered on the three activities that comprise educators' administrative duties, namely the collecting of money in class, handing out newsletters and keeping attendance registers. Figure 4.5 below depicts the number of participants who responded to these open-ended questions:

Figure. 4.5 Comparative Graphic Summary of Participants' Expectations of Educators in regard to Administrative Duties (Number of Respondents = 19)



Legend:

- C M = Collecting Money in Class
H N = Handing Out Newsletters
K A R = Keeping Attendance Registers

Figure 4.5 above indicates that participants view the updating of attendance registers as a priority. They also attach a great deal of importance to communication with parents by means of newsletters. Significantly fewer participants expect educators to collect money in class.

4.3.5.1 Collection of Money in Class

Table 4.19 Participants' Expectations of Educators in regard to Collection of Money in Class

Core Duty	Participant Expectations	Alignment with Education Labour Law and Other Relevant Law
Collection of Money in Class.	<ul style="list-style-type: none"> • Educators' Responsibility. • Responsibility of Administrative Personnel. • Kept to a minimum. 	<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (iii), Administrative.

In this section, I discuss the participants' responses to the collection of money by educators in class time. Only a few participants indicated that they view this core duty as the sole **responsibility of educators**. They responded briefly:

- *Educators should be willing to fulfil this duty since it is practical (GB8).*
- *Yes, this is the educator's responsibility (GB12).*
- *Part of the educator's duties (GB17).*

Conversely, there were those who were of the opinion that collecting money is entirely the duty of the secretaries and **administrative personnel** who work in the school's finance office. They responded accordingly:

- *Main responsibility of people responsible, e.g. secretaries. Do not keep cash in classrooms. Takes up too much of an educator's time (GB7).*
- *Parents pay monies directly to the financial office. Educators sometimes write the child's receipt out in class (GB5).*
- *Admin and part-time personnel must handle this (GB13).*
- *Mainly handled by the office (GB19).*
- *The PTA must do this. The educator is busy teaching (GB18).*
- *Create structures so that children can go to assistant personnel for the handling of money (GB1).*
- *School money must be handled administratively. Also fundraising. Educators must focus on lessons, sport and culture (GB15).*

A third group of participants indicated that they expect educators to collect money in class but that this practice ought to be **kept to a minimum**. They expressed their views in the following responses:

- *Yes, but as little as possible (GB14).*
- *Limit it to a minimum. Appoint persons to limit administration (GB3).*
- *As little as possible. Create systems (GB9).*

These participants offered the following advice to those educators who frequently collect money in class:

- *This should preferably not be done in a classroom. In instances where it has to be done, such as in small schools, educators must make sure that there is good control over the money. The educator **must write out a receipt** for every cent he/she receives (GB4).*
- *Educators **must write out receipts** to protect themselves (GB10).*

Although it would be prudent to follow the above-mentioned advice, writing out a receipt for every cent received in class could, in my opinion, prove to be a time-consuming process for most educators, which could increase their workloads.

In conclusion, the following points of view confirm my premise that educators who teach in schools situated in middle-class contexts are expected to collect money from learners in class:

- *This is not an educator’s work although they are expected to do it (GB6).*

And that it occurs regularly. In some cases collecting money in class is a daily occurrence:

- *Occurs daily (GB16).*

Nevertheless, according to prevailing education labour law, the participants’ expectations of educators in terms of the collection of money in class are in alignment. The Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (iii), Administrative, states that, “Educators must perform or assist with one or more of other non-teaching administrative duties such as collection of fees and other monies”.

4.3.5.2 Handing Out Newsletters

Table 4.20 Participants’ Expectations of Educators in regard to Handing out Newsletters

Core Duty	Participant Expectations	Alignment with Education Labour Law and Other Relevant Law
Handing Out Newsletters.	<ul style="list-style-type: none"> • Responsibility of Educators. • Communication. 	Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (iii), Administrative.

The focus of this discussion is on the handing out of newsletters as an administrative core duty. From the participants’ responses, it is evident that most parents expect educators to perform this core duty:

- *A professional duty, more than a requirement (GB2).*
- *Educators should be willing to fulfil this duty since it is practical (GB8).*
- *Yes, this is the educator’s responsibility (GB12).*
- *Part of the educator’s duties (GB17).*
- *Very important for all educators (GB15).*
- *On a very regular basis. Educators must often provide information for this (GB16).*
- *Emphasise that parents must receive letters regularly (GB7).*
- *Educators distribute newsletters in class. They need to check that every learner receives one and returns the reply slip (GB6).*

The participants expressed the necessity for newsletters as a means of **communication** between school and parents as motivation for expecting educators to perform this core duty:

- *It is a good means of communication between the school and parent. Informed parents are happy parents (GB4).*
- *Communication is important (GB9).*
- *Important to keep parents informed (GB19).*
- *This provides parents with reassurance about what is taking place at the school. Every educator's contribution helps a lot and is an indication of their involvement (GB10).*

The participants' expectations of the school and educators in terms of the handing out of newsletters in class appear to be aligned with prevailing education labour law. Although it does not specifically list the handing out of newsletters as a duty, the Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (iii), Administrative, states, "Educators must perform or assist with one or more of other non-teaching administrative duties, **such as**,

- Secretary to general staff meeting and/or others
- Fire drill and first aid
- Time-tabling
- Collection of fees and other monies
- Staff welfare
- Accidents".

The "such as" renders this section of law open-ended and provides legal space for governing bodies and parents to draw their own interpretations and apply them according to their own needs and preferences.

4.3.5.3 Keeping Attendance Registers

Table 4.21 Participants' Expectations of Educators in regard to Keeping Attendance Registers

Core Duty	Participant Expectations	Alignment with Education Labour Law and Other Relevant Law
Keeping Attendance Registers.	<ul style="list-style-type: none"> • Educators' Responsibility to Keep Attendance Registers. • Purpose: To Keep Record of Learner Absenteeism. • Expectation: Educators Must Follow up on Learner Absenteeism. 	<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (iii), Administrative. • National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Leader, Administrator and Manager.

The evidence obtained from the participants' responses in this section confirms that parents expect educators to complete attendance registers and keep record of learner **absenteeism** as regularly, accurately and thoroughly as possible. These are some of their responses:

- *Absolutely essential. A method to check on absenteeism. Where it happens often, make an enquiry. Perhaps the parents do not even know about it (GB4).*
- *The educator has a compulsory duty because he/she must know who is present or absent. Safety, etc (GB6).*
- *Important to know at all times whether learners are present. If absent, follow up (GB19).*
- *Very important. Must be done regularly (GB5).*
- *Accurate and thorough (GB9).*

The implications of the above-mentioned responses are that educators must contact parents to ascertain the reason for a learner's absence. The only time some educators may have available would be during break time, after school or in the evening. Similar to the previous discussion on handing out newsletters in class, participants' expectations of educators in terms of keeping attendance registers also appear to be aligned with prevailing education labour law. Although it does not specifically list the keeping of attendance registers as a duty, the Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (iii), Administrative, states, "Educators must perform or assist with one or more of other non-teaching administrative duties, **such as**,

- Secretary to general staff meeting and/or others
- Fire drill and first aid
- Time-tabling
- Collection of fees and other monies
- Staff welfare
- Accidents"

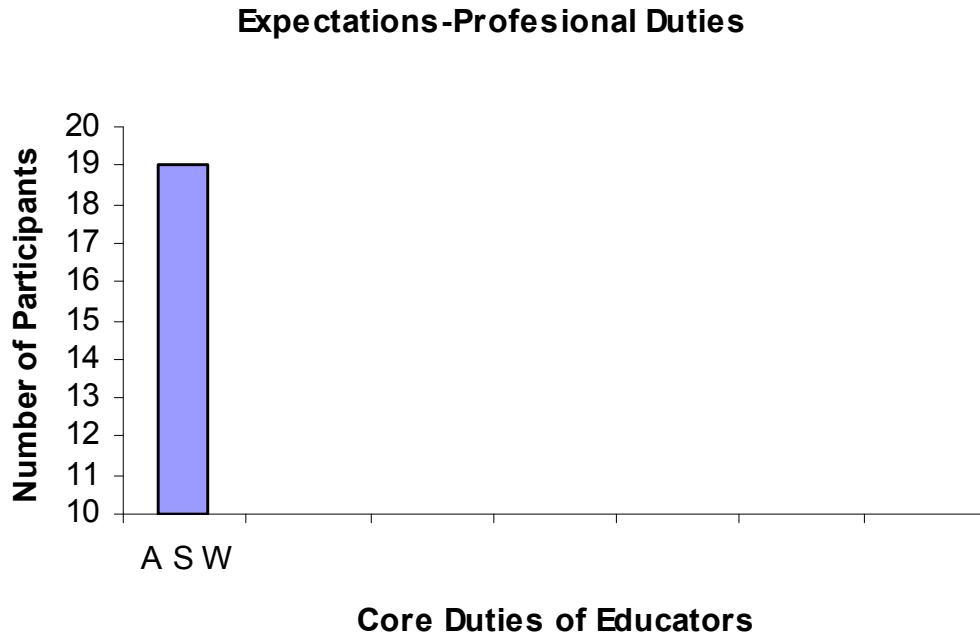
Finally, the National Education Policy Act, No 27 of 1996, in the Norms and Standards for Educators, under the heading Leader, Administrator and Manager, states, "The educator will make decisions appropriate to the level, manage learning in the classroom, **carry out classroom administrative duties efficiently** and participate in school decision-making structures".

4.3.6 Professional Duties

Figure 4.6 below introduces the reader to the discussion featuring the participants' expectations of educators in respect of professional duties.

Professional duties encompass teacher attendance at seminars, courses or workshops for purposes of professional development.

Figure. 4.6 Comparative Graphic Summary of Participants' Expectations of Educators in regard to Professional Duties (Number of Respondents = 19)



Legend:

A S W = Attending Seminars, Workshops and Courses for Professional Development Purposes

Figure 4.6 above illustrates that all the participants viewed this section important enough to warrant a response or comment.

4.3.6.1 Professional Development

Table 4.22 Participants' Expectations of Educators in regard to Professional Development

Core Duty	Participant Expectations	Alignment with Education Labour Law and Other Relevant Law
Professional Development.	<ul style="list-style-type: none"> • Educators Must Keep Abreast of the Newest Developments in Education. • Purpose: Development and Empowerment. 	<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (iv), Interaction with Stakeholders. • Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (v), Communication. • National Education Policy Act, No 27 of 1996, Norms and standards for Educators, Scholar, Researcher and Lifelong Learner.

All the participants unequivocally concurred that it is essential for educators to **keep abreast** of current developments in education for purposes of **development and empowerment**, particularly in respect of teaching and learning methods and the special needs of learners. I provide the following responses as evidence of their expectations:

- *Educators need to be encouraged to attend everything possible (GB5).*
- *Educators must keep abreast of their learning areas and be informed of the most modern trends in instruction. In this way, he/she can determine whether it is useful and to the learners' benefit (GB6).*
- *Educators need to be encouraged and supported in as many ways possible to empower them for the challenges of being an educator (GB8).*
- *Critical for development and progress (GB9).*
- *Attendance is necessary if the learner will benefit from it. Also serves to enrich the educator and broaden his/her knowledge (GB10).*
- *Yes, it is important to equip them and keep abreast with the latest research (GB12).*
- *It is very good to keep abreast and all personnel ought to attend the above from time to time (GB13).*
- *Very important, especially for heads of department. School fees must include a budget for the financing of this objective (GB15).*

- *Educators must complete 80 hours of training during the year. It occurs weekly (GB16).*
- *Very important. Educators are expected to keep up to date with developments in education (GB18).*
- *Very necessary, especially to work with children with special needs (GB19).*
- *Important to provide leadership in teaching and education.*

My examination of the prescriptions in prevailing education labour law in respect of professional duties for purposes of professional development, proved to be the most convincing and comprehensive of all the education labour law examined and discussed in this study thus far. I provide evidence for my claim by means of citations from the relevant legislation:

Firstly, the Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 3, Section 3.2 (d), Workload per Educator states, “All educators may be required by the employer to attend programmes for ongoing professional development, up to a maximum of 80 hours per annum. These programmes to be conducted outside the formal school day or during vacations”.

Secondly, the Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (iv), Interaction with Stakeholders, states, “Educators must contribute to the professional development of colleagues by sharing knowledge, ideas and resources”.

Thirdly, the same section of this Act furthermore states, “To remain informed of current developments in educational thinking and curriculum development”.

Fourthly, Section (e) (v), Communication, states, “Educators must participate in departmental committees, seminars and courses in order to contribute to and update their professional views and standards”.

Fifthly, one of the seven roles and associated competencies under the heading, Scholar, Researcher and Lifelong Learner, described in the National Education Policy Act, No 27 of 1996, refers:

The educator will achieve ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in their learning area, in broader professional and educational matters and in other related fields.

Obviously, both government and parents hold high expectations of educators in respect of professional development duties.

4.3.7 Discussion of Participants' Concluding Comments

In this concluding section of the open-ended questionnaire, the participants commented on specific expectations of educators, which they had on the whole referred to previously but wished to reiterate. Their concluding comments were as follows:

- *Teaching is not always the best-paid job. Please do not complain to learners about how poorly paid educators are. I see teaching as a calling, not as a career, as not just any person has the ability to work with parents' undisciplined children. Thank you to educators who do the work with so much commitment and love. There are parents who appreciate it. Remember, happy educators have happy learners (GB4).*
- *I am very conservative regarding the three pillars of society – education, police services and nursing. They are a calling therefore, they must be done properly. Information Technology (IT) can ease an educator's tasks, especially in regard to administrative duties. Unfortunately, there are still people who insist on doing everything by hand. If IT is correctly implemented in schools, educators will have more time available for instruction and other tasks (GB18).*
- *As long as educators receive market related salaries and work regular office hours (40-45) hours per week, they will be happy. Educators do not mind working hard. They just do not want to work for so "little" (GB14).*
- *All educators must be good examples at all times concerning behaviour, conduct and that which is socially acceptable in the community. Educators must keep abreast of the latest technological advances. Educators must be socially acceptable to the learners and their parents in the community. Educators must improve their qualifications to fulfil their task at all times (GB6).*
- *Religious choice and application in the school is a given. Obtain clarity on this. The deterioration in discipline and value systems is the most critical factor in education and life today. It appears that this does not receive much attention. We need to discuss this and do something about it (GB9).*
- *It is expected that there will at all times be a good relationship between the school governing body and the educators in order to promote the good management of the school and to enable everything to run smoothly (GB10).*

4.4 Final Analysis, Findings and Discussion of Data Gathered from the Open-Ended Questionnaires

In this section, I intend to ask and answer significant questions, which will assist me to complete the analysis, findings and interpretation of the data and draw conclusions, which will partially enable me to resolve the

intellectual puzzle that guides this research, namely, what members of school governing bodies in middle-class contexts expect of educators.

4.4.1 What are the Relationships in Meaning between the Core Duties and the Participants' Expectations?

The core duties are interrelated and inter-dependent because they are intended to provide a holistic description of the nature of teaching. The core duties are compulsory duties and are intended to serve as an educator's "job description". They therefore theoretically describe the daily activities and responsibilities performed by educators on a daily basis. However, the actual duties and responsibilities performed by educators on a daily basis may present as an entirely different scenario and depends on the governing body members' interpretations of labour law and the socio-contextual situation of the school.

The participants' expectations in this study provide a general impression of the type of duties and responsibilities parents of schools situated in middle-class contexts expect educators to perform in terms of the core duties and responsibilities.

4.4.2 Which Expectations are Aligned with or Diverge from Prevailing Education Labour Law?

In Table 4.23 below, I present an overview, which demonstrates the degree of alignment or divergence between the participants' expectations of educators in respect of the core duties with prevailing education labour law.

Table 4.23 Overview of the Alignment of Core Duties and Participant Expectations with Prevailing Education Labour Law and Other Relevant Law

CORE DUTIES OF EDUCATORS		ALIGNMENT WITH EDUCATION LABOUR LAW AND OTHER RELEVANT LAW		
		ALIGNED	DIVERGE	SILENT
1. Teaching Responsibilities	Planning and Preparation	✓	x	x
	Teaching Lessons	✓	x	x
	Marking Learners Work and Feedback	✓	x	x
	Keeping Record of Learners' Assessment and Profiles	✓	x	x
	Assisting Learners with Learning Problems	✓	x	x
	Enriching Bright Learners	✓	x	x
	Progress Reports to Parents	✓	x	x



CORE DUTIES OF EDUCATORS		ALIGNMENT WITH EDUCATION LABOUR LAW AND OTHER RELEVANT LAW		
		ALIGNED	DIVERGE	SILENT
2. Classroom Management	Creating a Positive Teaching and Learning Environment	✓	x	x
	Maintaining Discipline	✓	x	x
3. Extra-Mural Activities	Coaching and Involvement in Sport	✓	x	x
	Involvement in Cultural Activities	✓	x	x
	Involvement in Fundraising Activities	x	x	✓
	Involvement in the School's Social Functions	✓	x	x
	Involvement in School Committees	✓	x	x
4. Pastoral Duties	Playground Duty	✓	x	x
	Bus and Gate Duty	✓	x	x
	Scholar Patrol Duty	✓	x	x
	Sick Learners	✓	x	x



CORE DUTIES OF EDUCATORS		ALIGNMENT WITH EDUCATION LABOUR LAW AND OTHER RELEVANT LAW		
		ALIGNED	DIVERGE	SILENT
5. Administrative Duties	Collecting Money in Class	✓	x	x
	Handing out Newsletters	✓	x	x
	Keeping Attendance Registers	✓	x	x
6. Professional Duties	Attending Seminars, Workshops and Courses for Professional Development	✓	x	x

4.5 Synthesis and Presentation of Primary Argument

As I have shown in Figure 4.3 above, all but one of the core duties and associated expectations are aligned with prevailing education labour law. None of the expectations in respect of the core duties seems to diverge from prevailing education labour law and the only silence I found in prevailing education labour law comprised educators' involvement in fundraising activities. Possible explanations for the apparent alignment of the core duties with prevailing education labour law and other relevant law may include:

Firstly, prevailing education labour law is open-ended and does not explicitly state the degree of involvement it expects from educators in respect of the core duties. Government's expectations of educators are neither sufficiently clear nor binding in respect of the time, scope and extent of educators' involvement in the core duties.

Secondly, the open-ended nature of prevailing education labour law results in silences and gaps, which make allowance for individual and personal interpretation.

Thirdly, prevailing education labour law provides the members of public school governing bodies, on behalf of the parent community, with legitimate opportunities to assign a variety of additional, unspecified duties and responsibilities to educators.

Members of public school governing bodies in middle-class contexts may use these opportunities to assign a variety of additional and unspecified duties and responsibilities to educators, which may prove to be a compelling factor in the intensification of educators' workloads.

4.6 Conclusion of Chapter Four and Preview of Chapter Five

In Chapter Four, I analysed data emerging from the participants' responses to the core duties listed in the open-ended questionnaire. I recorded, discussed and interpreted my findings and formulated an argument, which partially resolved the intellectual puzzle posed by my research questions.

I also achieved the three aims, which guided my research, namely:

- To ascertain the expectations that public school governing bodies in middle-class contexts hold of educators in respect of the core duties.
- To identify and examine the rules and regulations governing educator workloads as established in prevailing education labour law.
- To examine the degree to which public school governing bodies' expectations of educators are aligned with prevailing education labour law and other relevant law.

In Chapter Five I present the data collection, content and document analysis, findings and interpretation of the data I gathered by means of the educator time-use diaries in respect of the core duties performed by educators.