

# **The role of the Head of Department in the professional development of educators**

**A. du Plessis**

# **The role of the Head of Department in the professional development of educators**

by

**André du Plessis**

Dissertation of limited scope

submitted in partial fulfilment of the requirements for the degree

Magister Education

in

Education Leadership

in the

Faculty of Education

of the

UNIVERSITY OF PRETORIA

Supervisor: Mr. Eric Eberlein

Co-Supervisor: Prof. Jan Nieuwenhuis

March 2014

## DECLARATION OF ORIGINALITY

I, André du Plessis, declare that “The role of the Head of Department in the professional development of educators” is my own work. It has never been submitted in any form for a degree or diploma before in any tertiary institution. Here the work of others has been used, sources have been identified and acknowledged by means of complete references.

Signature: .....

Date: .....

## ACKNOWLEDGEMENTS

I firstly express my sincere appreciation to my wife, Maria, to whom I will always be indebted for providing the support and encouragement which allowed me the freedom to focus on this project.

I secondly enjoyed being a fellow student with my two daughters, Retha and Anene. The many hours spent working together and the camaraderie we shared made the completion of this project a pleasurable experience which I will always treasure.

Thirdly, I am extremely grateful for the support and encouragement received from my supervisor, Mr. Eric Eberlein, who not only provided valuable advice, but whose enthusiasm was contagious.

As co-supervisor, Prof. Jan Nieuwenhuis really challenged my thought processes. This resulted in me delivering a better product. Thank you, Professor!

The contribution of Mrs. Ailsa Williams, who not only edited the written product, but also provided valuable advice, deserves special mention.

Finally, the wonderful support received from many of the staff members in the Department of Education Management and Policy Studies contributed to me enjoying the experience of completing this degree.

## TABLE OF CONTENTS

TABLE OF CONTENTS .....	i
ABSTRACT .....	v
CHAPTER 1: INTRODUCTION .....	1
1.1 BACKGROUND .....	1
1.2 CONTEXTUALISING THE STUDY .....	3
1.3 RESEARCH QUESTION AND SUB-QUESTIONS .....	8
1.4 PURPOSE OF STUDY .....	9
1.5 RATIONALE .....	9
1.6 THEORETICAL FRAMEWORK .....	10
1.7 RESEARCH SCOPE .....	12
1.8 RESEARCH APPROACH.....	12
1.9 METHOD OF DATA COLLECTION.....	13
1.10 OUTLINE OF THE STUDY .....	13
CHAPTER 2: LITERATURE REVIEW.....	12
2.1 INTRODUCTION .....	14
2.2 CONCEPTUALISING PROFESSIONAL DEVELOPMENT .....	14
2.3 IN-SCHOOL PROFESSIONAL DEVELOPMENT STRATEGIES.....	17
2.3.1 RECENT REGULATORY DEVELOPMENTS .....	17
2.3.2 PROFESSIONAL LEARNING COMMUNITIES .....	19
2.3.3 MENTORING .....	22
2.3.4 COACHING .....	24
2.3.5 AN INTEGRATED PROFESSIONAL DEVELOPMENT MODEL .....	26
2.4 CONDITIONS FOR EFFECTIVE PROFESSIONAL DEVELOPMENT TO TAKE PLACE .....	32
2.5 FACTORS INFLUENCING EFFECTIVE PROFESSIONAL DEVELOPMENT	35
2.5.1 EDUCATORS' LEARNING .....	35

2.5.2	COMMITMENT OF EDUCATORS .....	37
2.5.3	IN-SCHOOL CONDITIONS .....	39
2.5.4	EXTERNAL ENVIRONMENT .....	40
2.5.5	QUALITY LEADERSHIP .....	42
2.6	DISTRIBUTED LEADERSHIP.....	47
2.6.1	THE ‘ <i>PRINCIPAL-PLUS</i> ’ ASPECT .....	51
2.6.2	THE PRACTICE ASPECT .....	55
2.7	HEADS OF DEPARTMENT AND SUBJECT DEPARTMENTS .....	57
2.8	CONCLUSION .....	62
<b>CHAPTER 3:</b>	<b>RESEARCH METHODOLOGY .....</b>	<b>65</b>
3.1	INTRODUCTION.....	65
3.2	METHODOLOGY.....	65
3.3	RESEARCH DESIGN AND SAMPLING .....	66
3.4	GAINING ACCESS TO PARTICIPANTS .....	69
3.5	INTERVIEWS.....	69
3.6	INTERVIEW PROTOCOL .....	70
3.7	DATA ANALYSIS AND INTERPRETATION .....	71
3.8	ETHICAL CONSIDERATIONS.....	72
3.9	TRUSTWORTHINESS AND CREDIBILITY .....	73
3.10	ADVANTAGES OF THE RESEARCH APPROACH USED .....	74
3.11	LIMITATIONS OF THE STUDY .....	74
3.12	SUMMARY.....	74
<b>CHAPTER 4:</b>	<b>PRESENTATION OF DATA AND DISCUSSION OF FINDINGS .....</b>	<b>76</b>
4.1	INTRODUCTION.....	76
4.2	SCHOOL A: BRIEF DEMOGRAPHIC DESCRIPTION.....	76
4.2.1	HOD 1 – MULTI-SUBJECT DEPARTMENT .....	77
4.2.2	HOD 2 – SINGLE SUBJECT DEPARTMENT .....	82

4.3 SCHOOL B: BRIEF DEMOGRAPHIC DESCRIPTION .....	86
4.3.1 HOD 3 – MULTI-SUBJECT DEPARTMENT .....	87
4.3.2 HOD 4 – SINGLE SUBJECT DEPARTMENT .....	90
4.4 SCHOOL C: BRIEF DEMOGRAPHIC DESCRIPTION.....	93
4.4.1 HOD 5 – MULTI-SUBJECT DEPARTMENT .....	94
4.4.2 HOD 6 – SINGLE SUBJECT DEPARTMENT .....	97
4.5 SCHOOL D: BRIEF DEMOGRAPHIC DESCRIPTION.....	101
4.5.1 HOD 7 – MULTI-SUBJECT DEPARTMENT .....	102
4.5.2 HOD 8 – SINGLE SUBJECT DEPARTMENT .....	105
4.6 DISCUSSION OF FINDINGS .....	108
4.6.1 ORGANISATIONAL STRUCTURE OF SUBJECT DEPARTMENTS .....	108
4.6.2 UNDERSTANDING OF PROFESSIONAL DEVELOPMENT .	109
4.6.3 TRAINING TO DO PROFESSIONAL DEVELOPMENT.....	111
4.6.4 PROFESSIONAL DEVELOPMENT STRATEGIES USED ....	112
4.6.5 SUPPORT TO DO PROFESSIONAL DEVELOPMENT.....	113
4.6.6 EXTENT TO WHICH PRO-ACTIVE IN PROFESSIONAL DEVELOPMENT .....	114
4.6.7 FACTORS INHIBITING PROFESSIONAL DEVELOPMENT .	114
4.7 CONCLUDING REMARKS.....	115
<b>CHAPTER 5: CONCLUSION AND RECOMMENDATIONS .....</b>	<b>116</b>
5.1 INTRODUCTION .....	116
5.2 SUMMARY OF FINDINGS .....	116
5.3 SIGNIFICANCE OF THE STUDY .....	120
5.4 RECOMMENDATIONS .....	121
5.5 SUGGESTIONS FOR FURTHER RESEARCH .....	125
5.6 CONCLUSION.....	127

<b>REFERENCES .....</b>	<b>128</b>
ADDENDUM A – INTERVIEW PROTOCOL .....	140

## LIST OF TABLES

Table 2.1: Educator Post Establishment and Promotion Policy – Gauteng Department of Education.....	61
Table 2.2: Experience required for promotion posts in public schools .....	61
Table 3.1: South African SACMEQ III Mathematics scores per quintile .....	68
Table 3.2: Target population for study .....	68
Table 4.1: Staff allocation for School A .....	77
Table 4.2: Staff allocation for School B .....	87
Table 4.3: Staff allocation for School C .....	94
Table 4.4: Staff allocation for School D .....	101
Table 4.5: Participants’ understanding of professional development. ....	110

## LIST OF FIGURES

Figure 2.1: Integrated professional development model for effective teaching .....	29
Figure 2.2: Model of teacher (educator) learning .....	35
Figure 2.3: Constituting elements of leadership practice.....	56
Figure 5.1: Integrating the Integrated Quality Management System (IQMS) and the Continuing Professional Teacher Development (CPTD) as administered by the South African Council of Educators (SACE).....	123



## ABSTRACT

*Undertaken from a distributed leadership theory perspective, this qualitative study attempts to gain understanding regarding how heads of department develop educators within the organisational context of different schools and departments. A Based on existing literature, a detailed discussion is provided on what professional development is, the conditions needed for effective professional development, professional development strategies, distributed leadership theory and the functioning of heads of department and subject departments within the current policy framework for professional development in South African Schools.*

*Two fee-paying and two non-fee-paying schools were selected and interviews were conducted with heads of department from single subject (unitary) and multi-subject (federal or confederate) departments in each school. The data was transcribed, coded, inductively analysed and related to the research question(s). A full description and analysis of the data is provided.*

*The findings confirm that with change being demanded from above and from outside schools, it cannot be ignored that heads of department are a key link between principals and the teachers in their classrooms. This supports the view that heads of department have formal responsibilities and accountabilities and that they wield a horizontal and a vertical influence. Various recommendations are made to improve professional development practice by heads of department in particular and in the education system in general.*

## KEY WORDS

Professional development; distributed leadership; professional development strategies; Integrated Quality Management System; professional learning communities; heads of department; subject departments; commitment of educators; mentoring; coaching.

## CHAPTER 1

### INTRODUCTION

#### 1.1 BACKGROUND

Questions are increasingly being asked regarding the quality of the education provided by our public schools. Maree (2010:86) describes subject matter knowledge of South African educators as “woeful” and that South African learners perform disappointingly in the PIRLS study, whilst Taylor (2008:2) characterizes the South African education system as a high cost, high participation, and low quality system. He mentions the SACMEQ scores for Grade 6 Mathematics, which show that South Africa is outperformed in eight surrounding countries, many of which, including Mozambique, Kenya, Uganda and Tanzania, are much poorer than South Africa. Even more disturbing is the fact that the richest 20% of South African schools, those in quintile 5, are outperformed by schools in both Mauritius and Kenya.

If the number of learners who enter the system in Grade 1 is compared to the number of learners who actually write the National Senior Certificate (NSC) examinations, the retention rate or through-flow rate can be ascertained (Cloete: 2012:20). The numbers for the Grade 12 group of 2011 indicate that the through-flow rate from Grade 1 in 2000 to those who passed Grade 12 in 2011 is 32,9%, and from Grade 10 in 2009 to those who passed Grade 12 in 2011, is 34,3% (Cloete: 2012:21).

The above mentioned concerns are also reflected in the National Policy Framework for Teacher Education and Development in South Africa (NPFTED) (RSA, 2007a:4) when it is stated that:

*“the majority of teachers have not yet been sufficiently equipped to meet the education needs of a growing democracy in a 21<sup>st</sup> century global environment ... This includes poor grasp of their subjects as evidenced by a range of factual errors made in content and concepts during lessons. Many teachers’ poor conceptual and content knowledge contributes to low levels of learner achievement”.*

This policy framework has as its aim the provision of an overall strategy for the successful recruitment, retention and professional development of educators (RSA, 2007a:1). Three of the specific aims are:

*“To ensure that:*

- *Teachers are equipped to undertake their essential and demanding tasks;*
- *Teachers are able to continually enhance their professional competencies and performances;*
- *There is a community of competent teachers dedicated to providing education of high quality, with high levels of performance as well as ethical and professional standards of conduct”.*

One of the challenges identified during the Teacher Summit of 2009 and the resultant Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011-2025 (ISPFTED), is the failure of the system to achieve dramatic improvement in the quality of learning and teaching in schools (DBE, 2012a:24). A significant development in this regard was the signing of the Memorandum of Agreement between the Department of Basic Education and Teacher Unions on 14 June 2012. The framework document of this agreement identified five categories of educators to be targeted in the short to medium term. The first of these are school leaders which include principals, deputy principals and heads of department (DBE, 2012a:25).

As a key determinant for effective schools is the impact on learners' outcomes i.e. test or examination results obtained during formal assessments (Botha, 2010:606), we have to look at how learning and teaching can most effectively be improved. In order for this to happen, the National Policy Framework for Teacher Education and Development in South Africa acknowledges that strong leadership and good management in schools is needed and that professional development activities must relate directly to the classroom responsibilities of educators (RSA, 2007a:3).

## 1.2 CONTEXTUALISING THE STUDY

In a report published by McKinsey & Company (Barber & Mourshed, 2007), entitled “*How the world’s best performing school systems come out on top*”, simple answers to the questions on how to improve education are provided that may be applicable to the South African situation. Their findings are that the three things that matter most are:

- getting the right people to become educators;
- developing them into effective instructors; and
- ensuring that the system is able to deliver the best possible instruction to every child.

This report brings the focus for the improvement of education to the classroom. However, the increasing demands that principals take responsibility for student performance (Graczewski, Knudson & Holtzman, 2009:72), together with calls to give attention to issues such as equity, democracy and diversity (Shields, 2006: 64), supports Botha (2004: 239), who state that:

*“The workload of school principals is becoming more and more unmanageable and many principals (especially in secondary schools) lack the time for and understanding of their leadership task. This seems to be the case of the South African secondary school principal”.*

It is therefore becoming clear that, in the school situation, principals cannot be expected to professionally develop educators by themselves. Principals are increasingly required to rely on the other members of the school management team, especially to ensure professional development of educators. Being the members of the school management team whose inter-actions with educators are much closer to the classroom than that of the principal, heads of department can make a significant contribution to the professional development of educators. In the Personnel Administration Measures (PAM), as determined by the Minister of Education in terms of the Employment of Educators Act 76 of 1998 (RSA, 1998), the aim of the position of head of department is:

*“To engage in class teaching, be responsible for the effective functioning of the department and to organise relevant/related extra-curricular activities so as to ensure that the subject, learning area or phase and the education of learners is promoted in a proper manner”.*

The job description of heads of department as prescribed in the Personnel Administration Measures (PAM) includes the following:

4.4(e) (ii): *To provide and co-ordinate guidance:*

- *on the latest approaches to the subject, method, techniques, evaluation, aids, etc. in their field, and effectively convey these to staff members concerned.*
- *on syllabuses, schemes of work, homework, practical work, remedial work, etc. to inexperienced staff members;*
- *on the educational welfare of learners in the department.*

(v) *To collaborate with educators of other schools in developing the department and conducting extra-mural activities.*

Performance Standard 9 of the Development Appraisal Instrument as agreed on in Resolution 8 of 2003 of the Education Labour Relations Council refers to personnel matters and has the expectation that principals, deputy- principals and heads of department *“manages and develop personnel in such a way that the vision and mission of the institution are accomplished”* (ELRC, 2003a:43). The criteria and descriptors for outstanding performance in the four criteria in Performance Standard 9 are as follows (ELRC, 2003a: 43-44).

- Pastoral care:** Supports and respects the individuality of others and recognises the benefits of diversity of ideas and approaches.*
- Staff development:** Ensures that staff training and mentoring programmes are developed, implemented and evaluated.*
- Provision of leadership:** Gives direction to staff in realising the institution’s strategic objectives.*

- d) ***Building commitment and confidence:*** *Inspire and builds commitment and motivates educators through the use of intrinsic rewards or encouragement.*

This Development Appraisal Instrument forms the basis of the Integrated Quality Management System (IQMS) which is an integrated system consisting of three programmes which are aimed at enhancing and monitoring performance of the education system (ELRC, 2003a:1). These are:

- **Development Appraisal**, which is aimed at determining strengths and weaknesses and to draw up programmes for individual development.
- **Performance Measurement**, which is aimed at evaluating individual educators for salary progression, grade progression, affirmation of appointments and rewards and incentives.
- **Whole School Evaluation**, which is aimed at evaluating the overall effectiveness of the school as well as the quality of teaching and learning.

The Education Labour Relations Council Collective Agreement 5 of 2006 (ELRC, 2006), which allowed for improved career pathing for qualified Post Level 1 educators by making provision for such educators to progress to positions of Senior Teacher or Master Teacher, distributed professional development functions even further. Subsections (e) (iv) and (e) (vi) of the job descriptions for Senior Teachers and Master Teachers as set out in Annexure A of this agreement, include the following:

(e) (iv): ***INTERACTION WITH STAKEHOLDERS***

- *To contribute to the professional development of colleagues by sharing knowledge, ideas and resources.*

(e) (vi): ***MENTORING***

- *To act as mentor and coach for less experienced teachers.*

Resolution 8 of 2003 of the Education Labour Relations Council (ELRC, 2003a:4) further requires each educator to compile his or her own development support group (DSG) which should consist of the educator's immediate senior and one other educator (peer). Each educator may have a different development support group while some individuals, e.g. heads of department, will be involved in several development support groups.

Resolution 8 of 2003 of the Education Labour Relations Council (ELRC, 2003a:3) prescribes that a Staff Development Team (SDT) consisting of the principal, the whole school evaluation co-ordinator, democratically elected members of the school management and elected Post Level 1 educators be established. The School Management Team (SMT) and the Staff Development Team (SDT) are expected to work together on all matters relating to the Integrated Quality Management System (IQMS).

The National Policy Framework for Teacher Education and Development (NPFTED) introduced another dimension in that it focuses on two connected sub-systems: Initial Professional Education of Teachers (IPET) and Continuing Professional Teacher Development (CPTD) (RSA, 2007a:17). The Continuous Professional Teacher Development (CPTD) management system will be administered by the South African Council for Educators (SACE) with the support of the Department of Basic Education (SACE, 2012a:11). It is envisaged that it will be implemented in three cohorts in 2014, 2015 and 2016. Principals and deputy-principals will form the first cohort, heads of department the second cohort and Post Level 1 educators the third cohort.

The aims of the Continuing Professional Teacher Development (CPTD) are to (RSA, 2007a:17):

- *Ensure that current initiatives devoted to the professional development of teachers contribute more effectively and directly to the improvement of the quality of teaching;*
- *Emphasize and reinforce the professional status of teaching;*
- *Provide teachers with clear guidance about which professional development (PD) activities will contribute to their professional growth;*

- *Protect teachers from fraudulent providers; and*
- *Expand the range of activities that contribute to the professional development of educators.*

The ultimate aim is to enable and empower educators for effective teaching and learning to take place (RSA, 2007:19).

Educators will be required to accumulate at least 150 professional development points over a three year period by engaging in three types of professional development activities (SACE, 2012a:10). These are activities initiated by the educators themselves (Type 1), activities initiated by the school (Type 2) and activities initiated externally (Type 3) (SACE, 2012a: 24). Some activities will be compulsory, whilst others will be self-selected (RSA, 2007:18). Educators have access to Types 1 and 2 at any time. Type 3 (externally initiated) activities will not be available all the time and will be provided by approved service providers (SACE, 2012a:24).

It is in especially the developmental activities initiated by the school (Type 2) where the head of department will have a key role to play. They include activities related to school meetings, school workshops and school projects.

The conundrum now confronting school management teams and school leaders regarding the professional development of educators are that this task is firstly prescribed in various forms in the job descriptions of principals, deputy principals and heads of department and it is viewed as part of their management function (RSA, 1998). Therefore it can be seen as being embedded in a bureaucratic or hierarchical arrangement. This is in contrast to the high premium placed on democratic principles in the Integrated Quality Management System (IQMS) in that the Staff Development Teams (SDTs) must be established through democratic processes (ELRC, 2003a:3). However, the expectations as stated in Performance Standard 9 of the Development Appraisal Instrument as agreed on in Resolution 8 of 2003 of the ELRC (ELRC, 2003a:43) specifically introduce a leadership element to the tasks to be performed by principals, deputy-principals and heads of department. Therefore, organisational responsibility for professional development of educators has gradually shifted towards a form of collective, shared and distributed duty which is stretched over



schools' situational and social contexts. However, these policies do not provide guidelines on how this collective, shared and distributed duty should be introduced in schools (De Villiers & Pretorius: 2011:574).

In the light of the recognition of school initiated (Type 2) developmental activities by the Continuing Professional Teacher Development (CPTD) management system administered by the South African Council of Educators (SACE), the following questions now arise: Do heads of department fulfil their role as prescribed in their job description and as stated in Performance Standard 9 of the Development Appraisal Instrument, and if they do, to what extent? Do principals create the conditions which are conducive to heads of department performing their task of professional development of staff? Are heads of department sufficiently skilled to perform this task? Do heads of department have the required pedagogical and leadership knowledge to be professional developers of educators? How do heads of department perceive their role as professional developers of educators? Are heads of department so busy implementing new policies and curriculum changes that they do not have time to develop educators to perform their core function, which is effective teaching so that effective learning can take place?

### **1.3 RESEARCH QUESTION AND SUB-QUESTIONS**

My primary research question is the following:

**“How do heads of department in four secondary schools in Gauteng professionally develop the educators in their departments?”**

From this question the following sub-questions are derived:

- a) How are heads of department in the selected schools trained, resourced and supported in their role as professional developers of educators?
- b) How do the heads of department in the selected schools perceive their roles in the professional development of educators?
- c) What are the barriers to effective professional development of educators by heads of department in the selected schools?

## 1.4 PURPOSE OF THE STUDY

The main purpose of the study is to gain insight into the role of heads of department in the professional development of educators within their situational context and the complex legislative and regulatory environment relating to professional development of educators.

The study further attempt to establish a link to the school initiated (Type 2) development activities as prescribed in the National Policy Framework for Teacher Education and Development (NPFTED).

## 1.5 RATIONALE

The first reason for my interest in this topic lies in the in the policy shift to more participatory and democratic decision making processes in schools in that the Continuing Professional Teacher Development (CPTD) management system firstly requires that educators' individual efforts to improve themselves will be recognised. This is in line with the Performance Standard 5 of the Development Appraisal Instrument of the Integrated Quality Management System which expects that educators "*engage in professional development activities which is demonstrated in his/her willingness to acquire new knowledge and additional skills*" (ELRC, 2003a:37-38). Furthermore, what schools do to improve educators' knowledge, skills, commitment and service will be encouraged and school led professional development activities will be recognised (SACE, 2012a: 13). However, no guidelines are provided as to how schools should go about in implementing these school based activities. As an education practitioner a study in the role of heads of department in professional development of educators will provide valuable insight which would assist in improving my own practice.

Secondly, it is suggested in literature that there is a definite need in research to be conducted in how school managers exercise leadership in schools and develop an effective culture of learning and teaching in South African schools (Bush, Glover, Bischoff, Moloi, Heystek & Joubert, 2006:11). It is noted by Hoadley and Ward (2008: 11) that leadership research in South African schools is very limited and that much of the research focuses on policy instead on what school leaders actually do. Christie (2010:698) state "*that it is noteworthy that in South Africa as elsewhere,*

*scholars in the field are not fully confident that the existing research does justice to the nature of the field and the complexity of its central concepts, particularly in times of change”* and that a more thorough understanding of the “*landscape of leadership*” is needed.

Thirdly, generic professional development models are not absolute and does not allow for the situational context in which schools operate (Ono & Ferreira, 2010:61; Caskey, 2007:2). Ways need to be found to allow educators scope to professionally develop within their situational contexts. In this regard, a study in the role played by heads of department may make a contribution.

## **1.6 THEORETICAL FRAMEWORK**

Pre-1994 the South African education system was characterised as been hierarchical with authoritarian leadership practices which restricted wider participation (Williams, 2011:190). After 1994, a process was facilitated in which schools are directed from a centralised to a decentralised system of education management (De Villiers & Pretorius, 2011:574; Williams, 2011:190; Grant, 2006:511). This called for a new conceptualisation of leadership which required schools to be transformed into democratic organisations which are open and transparent (De Villiers & Pretorius, 2011:575; Grant, 2006:511).

The increased complexity of the challenges facing South African schools, especially large secondary schools, makes it increasingly improbable that principals will have all the knowledge, skills and abilities that would enable him/her to perform all the leadership functions without distributing them among a team. This is acknowledged in *The National Report 2012: The State of Literacy, Teaching and Learning in the Foundation Phase* which was published by the National Education Evaluation and Development Unit (NEEDU) in 2013. This report specifically refer to the establishment of a division of labour in which educator professional development, as one of the important tasks, must be formally distributed to senior members of staff, including heads of department (NEEDU, 2013:72). School management teams should structure and lead systematic development opportunities for educators (NEEDU, 2013:79). This view is reinforced by Naicker and Mestry (2013:1) who argue that orthodox leadership models are inadequate in the ever changing

educational environment and that a more inclusive, participative and consultative approach is appropriate for a democratic South Africa. It is argued by Wallace (2001:157) that greater dependence on colleagues drive principals towards sharing leadership. This is supported by Grant, Gardner, Kajee, Moodley and Somaroo (2010:401) who argue that distributed leadership is *“implicit in official documentation in the South African Education system post 1994, which emphasises a move towards a more shared and participatory approach to the practice of leadership and management in schools”*. In this regard the Education Labour Relations Council Collective Agreement 8 of 2003 state that the school is embedded in an educational system that has to work collaboratively in order to achieve quality. This implies that the roles of educators, school management teams and school governing bodies should be defined, harnessed and committed to the process of school improvement (ELRC, 2003a:12).

Grant (2008:86) argues that teaching and learning is central to educational leadership and that continuing professional development of educators is a crucial element of education leadership and must therefore be linked to issues of leading. She is supported in her view by Gigante and Firestone (2008:303), who highlight the potential ability of leaders to influence others towards improved educational practice. Effective leaders have an indirect but powerful influence on the effectiveness of a school and on learner achievement (Harris, 2004:11) and it is suggested in the literature that leadership in schools is present in various levels throughout a school and does not only reside in one formal leader. This is described as distributed leadership (Jackson & Marriott, 2012:236; Muijs, 2011:51). Williams (2011:192) and Muijs (2011:51) mention a growing recognition of the positive correlation between school improvement and distributed leadership.

Timperley (2005:395) explains distributed leadership as *“activities and interactions that are distributed across multiple people and situations and involve role complementarities and network patterns of control”*. Muijs and Harris (2006:961) suggest a view where educators are offered the opportunity to work together and to learn from each other and that in such communities leadership is distributed throughout the system. Harris and Spillane (2008:31) explain that a distributed leadership perspective acknowledges that there are multiple leaders and that

leadership activities are shared within organisations. Gronn (2002:424) argues for “a *unit of analysis which encompasses patterns or varieties of distributed leadership*”.

For the purpose of this study distributed leadership is defined as the purposeful distribution of leadership functions relating to the professional development of educators by heads of department as a group of people with formal leadership roles. This conceptualisation is in line with previous research conducted (Hulpia & Devos, 2010:4). However, because a distributed perspective on leadership recognises the input of all individuals who contribute to leadership practice (Harris & Spillane, 2008:13), this study will also attempt to gain insight to how leadership is distributed within subject departments. The focus will therefore be on leadership as a practice, rather than leadership as a role (Harris & Spillane, 2008:13) in order to improve professional development of educators in South African schools.

A detailed discussion on distributed leadership is provided in Chapter 2.

## **1.7 RESEARCH SCOPE**

The research focused on how heads of department of four schools in Gauteng professionally develop educators by relying on their views only. Their actual conduct, activities and performance is not assessed. The research does not evaluate the content of professional development programmes, but only focuses on their overall use.

## **1.8 RESEARCH APPROACH**

This is a qualitative descriptive study in which content analysis was applied. Participants and sites were identified by the underlying proposition that differences may occur in the way heads of department professionally develop educators in their departments due to differences in school and subject department contexts. Participants were purposely selected through maximal variation sampling so that fee-paying and non-fee-paying schools are represented and also different categories of subject departments. Therefore, four schools were purposely sampled - two of which are non-fee-paying schools and two of which are fee-paying schools. Two participants representing different categories of subject departments were then invited to participate.

## **1.9 METHOD OF DATA COLLECTION**

Data was collected by means of a semi-structured interview schedule which was developed with the assistance of two fellow M.Ed. students. The data was organised by site, as well as by participant, distinguishing between the different categories of heads of department as well as between fee-paying and non-fee-paying schools. Participants' responses were transcribed and analysed. The patterns and trends identified in the data were then related to the research question(s), and to the findings of other researchers.

## **1.10 OUTLINE OF THE STUDY**

Chapter Two is the literature review. Literature relating to professional development, distributed leadership theory and the functioning of heads of department and subject departments is explored.

Chapter Three elaborates on the research methodology and research design employed in this study.

In Chapter Four the data is presented, followed by a discussion of my findings.

Chapter Five contains the conclusions and recommendations. Suggestions are made for practice and further research.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 INTRODUCTION

This chapter firstly attempts to provide clarity on what professional development is. Attention is given to in-school professional development strategies, the conditions which are necessary for professional development to take place and the factors which may have an impact on professional development in schools. These discussions are connected to current policy and regulatory requirements as framed in the Integrated Quality Management System and the National Policy Framework for Teacher Education and Development in South Africa (NPFTED). Secondly, an argument is made that, in order to investigate the role of heads of department in the professional development of educators, a thorough understanding of distributed leadership theory is necessary. Apart from distributed leadership being embedded in the South African regulatory framework applicable to professional development, a clear link between distributed leadership and educator professional development is established. The chapter is then concluded with a discussion on the functioning of heads of department and subject departments.

#### 2.2 CONCEPTUALISING PROFESSIONAL DEVELOPMENT

What educators know and what educators do in their classroom influences what children learn. It is one of the most important variables which influence learner achievement (Kuijpers, Houtveen & Wubbels, 2010:1687; De Clercq, 2008:8; Taylor, 2008:10) and explains to a large degree the variance which is observed in learner outcomes (Kuijpers *et al.*, 2010:1687). Barber and Mourshed (2007:16) stress this point by saying that *“the quality of an education system cannot exceed the quality of its teachers”*. Educators’ influence and the impact they have on the core activity of schools is generally accepted in literature and it is reasonably assumed that enhancing the knowledge, skills and attitudes of educators is a critical step towards improving school quality and learner performance (Opfer & Pedder, 2011: 376; Steyn, 2010a: 2; Rhodes & Brundrett, 2009:362; Banilower, Heck & Weiss, 2007:377; Hickey & Harris, 2005:12). To bring about improvement there must be an emphasis on professional development (Burello, Hoffman & Murray, 2005:113).

Professional development is therefore a key aspect for creating effective schools (Steyn, 2010b:245; Mestry, Hendricks & Bischoff, 2009:475; De Clercq, 2008:8; Chapman & Harris, 2004:223). As educators are directly in contact with learners on a daily basis, the quality of classroom teaching has become the focus point for the professional development of educators (Kuijpers *et al.*, 2010:1687).

Because the concept of effective teaching and learning is difficult to define due to its complex nature and the context schools find themselves in (Opfer & Pedder, 2011: 379-380), it is generally acknowledged that different competencies such as subject knowledge, pedagogical and societal knowledge enable educators to understand their learners, their learning and their learning environment (Steyn, 2009:258; De Clercq, 2008:8; Steyn & Van Niekerk, 2005:120).

The initial skills and knowledge gained during basic training only introduce the potential novice educator to the kind of knowledge required to be a professional educator (Samuel & Van Wyk, 2008:138). However, for the past two decades educators have been expected to be professionals who are committed to having the professional, educational and pedagogical content knowledge to produce improved learner results. This also implies that educators need career-long development which needs to be done by, among other things, reflection and working and networking with other professional colleagues (De Clercq, 2008:9) in order to restructure their professional practices (Butler, Lauscher, Jarvis-Selinger & Beckingham, 2004:435). The professional development of educators has shifted from a 'one-size-fits-all' approach to more ongoing, content-focused programmes (Steyn, 2009:257).

Sergiovanni (1998:38-40) refers to the impact the development of social, academic, intellectual and social capital can have on the improvement of learner performance. This development of human capital is seen as an investment which would increase the overall value of a school. The teaching profession, just like any other profession, requires a continued professional development and upgrade of knowledge and skills for educators to remain current and there is world-wide consensus that an educator's initial training does not prepare him/her to be effective throughout a career of teaching (Steyn, 2005:263; Steyn & Van Niekerk, 2005:129; Butler *et al.*, 2004:435).

The central question, according to De Clercq however, is (2008:10):



*“What is effective professional development? What kinds of professional development do teachers need?”*

De Clercq (2008:10) explains that educators who are seen as workers need basic content and pedagogical knowledge through pre- and in-service education, but that such education is decided and driven from outside schools with little consideration for the needs of the educator. These training activities usually take place off-site. As educators become and act as autonomous professionals, a school-based approach in the work setting is more appropriate. Such professional development involves on-site workshops, coaching by mentors and/or facilitators who model good practices and encourage educators to share and reflect on their own experiences and practices with colleagues working in similar contexts.

Hollins, McIntyre, DeBose, Hollins and Towner (2004:248) describe teaching and learning to teach as:

*“a complex multi-dimensional process” and “learning to teach is a continuous process that requires reflection on one’s own practice, dialogue and collaboration with colleagues, and the acquisition and production of new knowledge concerning the multi-dimensional process of teaching”.*

For South African educators, the importance of professional development has been underlined by the legacy of an unequal education system under apartheid, in which most educators approached their work as state workers or civil servants (De Clercq, 2008:9). De Clercq (2008:9) also holds the opinion that most educators still continue to work in a similar manner as they are beleaguered *“with the ambitious policy reforms promoting a new approach to teaching and learning, and the difficulties to support their implementation in schools”*. Mestry, Hendricks and Bischoff (2009:478) argue that in the South African context, the professional development of educators also has to *“meet the mammoth task of developing teachers for a new agenda within a transformational framework aimed at reconstructing the education system”*. Changes in the demographics of schools has led to educators being confronted with challenges such as language and cultural diversity, which in turn require a new set of skills from the educator (Mestry, Hendricks & Bischoff, 2009:478). Inadequate educator professional development most probably had a major restrictive impact on

the successful implementation of Outcomes Based Education (OBE) and Curriculum 2005 (C2005) in South Africa (Ono & Ferreira, 2010:59).

The National Policy Framework for Teacher Education and Development in South Africa (NPFTED) state that all educators “*need to enhance their skills, not necessarily qualifications, for the delivery of the new curriculum*” (RSA, 2007a:4). This includes the need to acquire skills to recognise, identify and address barriers to learning in order to create an enabling teaching and learning environment.

It is important to emphasise that educator professional development is a process (Mestry, Hendricks & Bischoff, 2009:477; Steyn, 2005:264; Steyn & Van Niekerk, 2005:130). It is therefore an ongoing, dynamic and continuous upgrade and update of knowledge and skills (Steyn & Van Niekerk, 2005:129-130; Butler *et al.*, 2004:437). It is maintained by Fishman, Marx, Best and Tai (2003:645) that the professional development of educators should fundamentally be about educator learning. This means that professional development should result in changes in skills, beliefs and attitudes due to the acquisition of new skills, concepts, appropriate knowledge and processes related to the act of teaching (Bell & Bolam, 2010:98). Professional development can thus be defined as a process in which educators continuously renew, re-invent, and enhance themselves in order to provide relevant teaching in their situational contexts so that effective learning can take place.

## **2.3 IN-SCHOOL PROFESSIONAL DEVELOPMENT STRATEGIES**

### **2.3.1 RECENT REGULATORY DEVELOPMENTS**

The National Policy for Teacher Education and Development in South Africa acknowledges that Continuous Professional Teacher Development (CPTD) succeeds best when educators themselves “*are integrally involved, reflecting on their own practice; when there is a strong school based component; when activities are well co-ordinated; and when there is sustained leadership and support*” (RSA, 2007a:3).

The declaration of the Teacher Development Summit of 2009 called for the development of a new, strengthened, integrated national plan for educator development which resulted in the *Integrated Strategic Planning Framework for*

*Teacher Education and Development in South Africa, 2011-2025* (DBE, 2011a: 5). This integrated plan spells out the outputs and activities led by the Department of Basic Education and Provincial Education Departments, as well as the Department of Higher Education and Training. This plan aims at involving role players at various levels and includes the formation of Professional Learning Communities (PLCs).

The Integrated Strategic Planning Framework for Teacher Education and Development was endorsed by the various unions when The Memorandum of Agreement between the Department of Basic Education and the Teacher Unions was signed on 14 June 2012. This agreement acknowledged the failure of the education system to achieve dramatic improvement in the quality of teaching and learning in schools. Importantly this agreement recognised that in order to improve capacity and effectiveness of educators, the Integrated Strategic Planning Framework for Teacher Education and Development should place educators firmly in the centre of all professional development efforts (DBE, 2012a:24). This agreement with the unions is intended to help the South African education system to deliver specifically on Goal 16 of the Integrated Strategic Planning Framework for Teacher Education and Development (DBE, 2012a:27) which is to:

*“improve the professionalism, teaching skills, subject knowledge and computer literacy of educators throughout their careers”.*

Initially principals, deputy-principals and heads of department will be targeted for improvement, followed by educators. An emphasis will also be placed on the development of mentor educators (DBE, 2012a:25). As mentioned earlier, Continuing Professional Teacher Development (CPTD) (RSA, 2007a:17) will be administered by the South African Council for Educators (SACE) with the support of the Department of Basic Education (SACE, 2012a:11). Educators will be required to accumulate at least 150 professional development points over a three year period by engaging in three types of professional development activities (SACE, 2012a:10). Activities initiated by the educators themselves (Type 1) and activities initiated by the school (Type 2) are of particular importance to this study.

The Integrated Strategic Planning Framework for Teacher Education and Development Technical Report contains a whole host of recommendations related to continuing professional development of educators. A significant recommendation is

that professional development should be separated from performance appraisal and issues of remuneration. Also included in the recommendations is that meaningful educator induction programmes should be developed and implemented and that educators should be supported by appropriate facilitators, mentors and the establishment of professional learning communities. Time must be deliberately and formally scheduled to allow educators to participate in professional development activities (DBE, 2011a:16).

Many of the deficiencies of the Integrated Quality Management System (IQMS) are also addressed in the Integrated Strategic Planning Framework for Teacher Education and Development Technical Report and comprehensive changes are suggested (DBE, 2011a:16). These recommended changes are aimed at streamlining the Integrated Quality Management System (IQMS) and aligning it more with the professional development of educators.

The Integrated Strategic Planning Framework for Teacher Education and Development Technical Report proposes a model for educator development which is based on the knowledge of educators, practice standards, diagnostic self-assessments, the development of courses based on the self-assessments and a referral system to such courses. The focal point of this model is the development of curriculum and professional competence which will enhance the quality of teaching and learning. It further suggests a mechanism that will work at securing the trust and confidence of educators while developing environments for educator learning which would include accessibility to mentoring, support and training that is targeted at the needs of educators. This model also includes the development of professional learning communities of practice which would primarily focus on skills, practices and content knowledge needed to improve the quality of teaching and learning in the classroom (DBE, 2011a:77).

### **2.3.2 PROFESSIONAL LEARNING COMMUNITIES**

A distinction can be made between so-called “*traditional*” methods of professional development and alternative, more collaborative professional development models (Butler *et al.*, 2004:436).

Traditional methods include workshops with a top-down slant to distribute knowledge, in which educators are provided with information and resources which they are expected to implement (Caskey, 2007:2; Butler *et al.* 2004:436). Although this model might be seen as an effective strategy to facilitate education reform, the intended message will not reach lower levels unless appropriate mechanisms and support structures are in place (Ono & Ferreira, 2010:61). This strategy is further criticised as educators are seen as passive receivers of knowledge (Ono & Ferreira, 2010: 61; Butler *et.al.*, 2004:436). Although it is important that educators stay abreast of new developments regarding education related matters, professional development should primarily be aimed at improving teaching and learning. This point is acknowledged in the National Policy Framework for Teacher Education and Development (RSA, 2007a:17) when it is stated that:

*“The new CPTD system will ensure that current initiatives devoted to the professional development of teachers contribute more effectively and directly to the improvement of the quality of teaching”.*

A further criticism relating to the usage of traditional methods in professional development of educators is that many of the training activities take place off-site at teacher centres or district offices. Educators are then exposed to generic lectures and workshops (De Clercq, 2008:10). This approach sees educators as “*workers*” or “*technicians*”, who need basic content and pedagogical knowledge (De Clercq, 2008:10; Butler *et al.*, 2004:436) and allows very little sustained use of innovation (Butler *et al.*, 2004:436). The context in which educators operate need to be accommodated (Steyn, 2008:18). Opfer and Pedder (2011:385) refer to researchers considering the types of materials educators should use during their learning, the coherence of the development activity to their daily work and the pedagogical processes educators engage in while learning effectively. Referring to a number of authors, they emphasise that educators are not likely to change practice as a result of presentations and memorising of new knowledge. In this regard the National Policy Framework for Teacher Education and Development (RSA, 2007a:18) has as an underlying principle that educators “*individually and collectively*” will have a high measure of responsibility for their own professional development. Although the employers will mandate some compulsory development activities, others will be self-selected (RSA, 2007a:18).

Differing from of the traditional professional development models, collaborative professional development models emphasise the importance of a nurturing environment within which educators are free to try new ideas and include study groups, professional networks, coaching and mentoring relationships (Caskey, 2007:2; Butler *et al.*, 2004:436; Chapman & Harris, 2004: 224). This relates to the school initiated and school based professional development activities (Type 1 and Type 2 activities) provided for in the Continuing Professional Teacher Development Management System as administered by the South African Council of Educators (SACE, 2012a:13). These models provide the foundation for the creation of “*learning organisations*” (Opfer & Pedder, 2011:391), “*professional learning communities*” (Levine, 2010:109; Grant, 2008:89; Caskey, 2007:2; Giles & Hargreaves, 2006:126; Visscher & Witziers, 2004:785) or “*communities of practice*” (Levine, 2010:119; Kurland, Peretz & Hertz-Lazarowitz, 2010:20; Butler *et al.*, 2004:437). Stoll (2011:104) defines a professional learning community as “*an inclusive and mutually supportive group of people with a collaborative, reflective and growth-orientated approach towards investigating and learning more about their practice in order to improve pupils’ learning*”.

Giles and Hargreaves (2006:126) identify three key components of professional learning communities: collaborative work and discussion among a school’s professionals (educators), a strong and unfailing focus on teaching and learning, and the assessment and evaluation of the teaching and learning process over time. This view is also held by Fullan and Watson (2000:456), who explain that professional learning communities consist of educators who are focused on the work of learners and who revise and alter their instructional practice accordingly to achieve better results. Research evidence indicates that where educators share good practice and learn together through collaboration, the potential for improvement in the quality of teaching and learning is enhanced (Harris & Townsend, 2007:174). This corresponds with the view of Visscher and Witziers (2004:785) who, by drawing on the work of Louis, Marks and Kruse (1996), state that the work of educators in these communities “*is collaborative, coordinated, interdependent, and focused first and foremost on learner learning*”. A collaborative environment allows educators to actively complement and develop each other’s knowledge and skills, which presents prospects of educators learning from each other (Steyn, 2008:25). According to

Crafton and Kaiser (2011:105), communities of practice *“in which inquiry and dialogue are understood and intentional, offer the most powerful possibilities for sustained change”*. Louis, Dretzke and Wahlstrom (2010:319) adopt the perspective of a professional community which functions as a vehicle for educator leadership and which is characterised by supportive interactions among educators which allows them to assume various roles with one another as mentor, mentee, coach, specialist, advisor, facilitator and so forth.

Stoll (2011:105-106) identify six characteristics of learning communities which are interconnected. These are: Shared values and vision, collective responsibility, reflective professional enquiry, collaboration, trusting relationships and the promotion of group and individual learning. Positive consequences of professional learning communities are associated with enhanced educator morale, learning and practice, as well as organisational capacity building and improvement (Stoll, 2011:108).

### **2.3.3 MENTORING**

As mentioned in the preceding section, professional communities are characterised by the creation of an enabling environment in which mentoring can be a valuable tool. Mentoring is traditionally associated with a one-to-one relationship between a novice and an expert (Crafton & Kaiser, 2011:106). It is a strategy described by Van Louw and Waghid (2008:211) *“as one where a more experienced person supports a less experienced person in a professional or career developmental process”*. The development appraisal aspect of the Integrated Quality Management System (IQMS) specifically require of the Development Support Group (DSG) to provide mentoring and support as its main purpose (ELRC, 2003a:5). Rhodes and Beneicke (2002:301) use a definition by Clutterbuck (1991) to explain what a mentor is:

*“A mentor is a more experienced individual willing to share their knowledge with someone less experienced in a relationship of mutual trust. A mixture of parent and peer, the mentor’s primary function is to be a transitional figure in an individual’s development. Mentoring includes coaching, facilitating, counselling and networking”*.

Mentoring can therefore be regarded as being a supportive interaction between an experienced educator (mentor) and an inexperienced educator (mentee). Drawing

from the work of Maynard and Furlong (1993), Vozzo, Abusson, Steele and Watson (2004:336) describe three models of mentoring.

- In the *apprenticeship model* the mentor acts as role model and guide and trains the novice teacher in basic skills.
- In the *competency model* the mentor acts as an instructor and coaches the trainee to demonstrate behaviours which are suitable or required.
- In the *reflective model* the mentor is expected to encourage the mentee in reflective practice –“*the process by which teachers think and act upon all the complex information they have acquired about the practice of teaching*”.

It is suggested by Vozzo *et al.* (2004:336) that the above mentor models be used at different stages of educator development. In the early stages of an educator’s career, the apprenticeship model would be more suitable. As the mentee develops, the mentor would progress to becoming instructor and eventually become a co-inquirer with the aim of promoting critical reflection on teaching.

Mentoring is generally associated with its positive impact in that mentees would show improvement in their work and supports the idea that educators should work together in professional communities (Crafton & Kaiser, 2011:107; Van Louw & Waghid, 2008:212). Other positive aspects to mentoring are that individuals who have been exposed to a mentorship programme progress more rapidly in their careers and experience a greater level of job satisfaction and are therefore also less inclined to change jobs (Van Louw & Waghid, 2008:212). More benefits of the use of mentoring are identified by Rhodes and Beneicke (2002:302). Apart from being a tool to empower educators, mentoring encourages collaboration among educators which may also result in enhanced confidence and self-esteem. This may further increase the potential to raise standards which may in turn impact positively on the teaching and learning experience. Zhang and Brundrett (2010:155) refer to the value of mentoring in leadership development. They mention a mentorship model that can be described as apprenticeships which encourage and promote the development of new ideas, creativity and risk-taking. It could also allow educators to have ownership of the professional development programmes offered at their school and boost individual, team and school performance. In the draft points schedule of the



Continuing Professional Teacher Development (CPTD) management system mentoring is specifically mentioned as an Type 1 or self-initiated activity (SACE, 2012b:1).

Negative aspects relating to mentoring are characterised by Van Louw and Waghid (2008:213) as those which are firstly related to the practical aspects of mentoring, and secondly, those related to the mentoring relationship and/or the participants.

Practical aspects to be considered would be the issue of insufficient time to develop a mentoring relationship, a lack of understanding of what mentoring is, unrealistic expectations and poor implementation of the mentoring process, lack of attention given to matching mentor and mentee and incompatible work schedules. In terms of the mentor/mentee relationship, the following aspects need to be considered: a lack of understanding of the roles and/or concept of mentoring and their shared responsibilities, the inability to be matched and the trauma of being mismatched, personality clashes between mentor and mentee, and a lack of commitment from one or both participants. The problematic nature of cross-race and cross-gender mentor-mentee relationships should also be considered (Van Louw & Waghid, 2008:213).

To negate possible negative outcomes of a mentorship programme, schools need, when starting a mentoring programme, to pay special attention to the selection and training of mentors, the matching of mentors with mentees, the setting of goals and expectations and the actual planning of the mentoring programme (Koki, 1997:4). The quality of the mentorship programme will be a key determinant for its success. (McCann & Johannessen, 2005:52).

#### **2.3.4 COACHING**

Another professional development strategy which could be employed is coaching. Being more prescriptive in nature, coaching is a narrower concept than mentoring and has recently come to the fore as a noteworthy element of continuing professional development of educators (Crafton & Kaiser, 2011:105; Simkins, Coldwell, Caillau, Finlayson & Morgan, 2006:321). It emphasises the improvement of skills and performance with the spotlight on job-specific tasks. It does not include the wider aspects of personal, professional and career development (Simkins *et al.*,

2006:323). Whitmore (1995) in Rhodes and Beneicke (2002:301) defines coaching as follows:

*“Coaching is unlocking a person’s potential to maximise their own performance. It is helping them to learn rather than teaching them”.*

Generally the advantages of coaching are very much the same as that of mentoring. Crafton and Kaiser (2011:106) mention a cognitive coaching model and refer to evidence in research where educators are reported to have made procedural changes, have adjusted their teaching practices and improved their professional dialogue and reflection.

Simkins *et al.*, (2006:323) mention three types of coaching, namely *skills coaching*, which has short term objectives, *performance coaching*, with the coach passing on his or her expertise, and *development coaching*, which has more multi-faceted long-term goals relating to many aspects of the professional operation of the one being coached. Simkins and his colleagues (2006:324) list four variables which could impact on the success of coaching, namely: the task focus of the coaching; the personal mastery and competence of the coach; the skills, attitudes and knowledge of the person being coached; and the context of the school. Based on their findings, Simkins *et al.*, (2006:337-338) recommend that coaches need to be sufficiently skilled to perform the task and that sufficient time should be given to the coaching process in that time which should be linked to providing sufficient “*personal reflective space*”. They conclude that this is a major reason why coaching often falls short, but report that coaching was nevertheless seen as a very positive activity by the participants in their study.

The latest policy developments in South Africa must also be weighed up against recent internationally development models. For the purpose of this study, an integrated professional development model, as developed by Kuijpers *et al.*, (2010:1691-1693), is now examined and compared to the Integrated Quality Management System (IQMS). In many aspects it is similar to the Integrated Quality Management System (IQMS), but it also includes elements worth investigating.

### 2.3.5 AN INTEGRATED PROFESSIONAL DEVELOPMENT MODEL

The following problematic aspects which may obstruct professional development through the Integrated Quality Management System (IQMS) can be identified:

- The Integrated Quality Management System (IQMS) requires authoritative evaluators, who are capable of making data-informed professional judgements and are well skilled in techniques relating to effective evaluation and appraisal, but not many South African schools have experience of effective internal appraisers (De Clercq, 2008:14).
- The use of one standardised instrument to evaluate educators for developmental, reward or sanction purposes is also problematic. Performance standards should be contextual and agreed upon with educators. Internal appraisers and district appraisers have different motives and agendas, so a reliable and valid evaluation process could be compromised (De Clercq, 2008:14).
- The South African Schooling system lacks the capacity to provide appropriate support. Most support programmes are top-down with little or no educator involvement in their design and delivery (De Clercq, 2008:15).
- The lack of competencies, values and culture among provincial/district officials contribute to the inability to provide effective support (De Clercq, 2008:15).
- Schools and district offices are now also required to account for the level of support they provide to educators. This may lead to some contradiction as to what educators and appraisers view as professional development priorities (De Clercq, 2008:15-16). This will seriously hamper the generation of a trust relationship between appraisers and those being appraised.
- As educators do not change their teaching overnight, any development will require a gradual and long term commitment from educators to change (Ono & Ferreira, 2010:71). There is no '*quick fix*' formula.

The extent to which the aspects mentioned above may have impacted on the implementation of Integrated Quality Management System (IQMS) becomes clear when one considers that as of February 2010 only 13% of 10 969 schools which were visited had fully implemented the Integrated Quality Management System (IQMS), whilst it was partially implemented in 72% of the visited schools (DBE, 2011a:74).

Despite positives such as the formative aspect of the Integrated Quality Management System (IQMS) and the provision made for professional support with regard to needs for development in the Personal Growth Plans (PGPs), various reasons are cited for resistance by South African educators to the Integrated Quality Management System (IQMS) in particular and professional development in general. De Clercq (2008:13) argues that unrealistic assumptions of how educators are treated, function and view themselves, together with a system of internal and external bureaucratic monitoring and poor leadership capacity at school and district level, are bound to lead to anxiety and apprehension. De Clercq (2008:13) also refers to the poor learner results which make educators defensive of any form of performance monitoring. This defensiveness is further aggravated by constant policy and curriculum reforms which, in themselves, present immense challenges (Mestry *et al.*, 2009:477; De Clercq, 2008:13). According to Mestry *et al.*, (2009:477) the cascading model of training, the lack of understanding of the Integrated Quality Management System (IQMS) by facilitators, the simultaneous implementation of the Integrated Quality Management System (IQMS) and extensive curriculum reforms, the top-down approach by the Department of Basic Education, poor leadership in schools, and insufficient resources in previously disadvantaged schools, are all factors which have created resistance to the Integrated Quality Management System (IQMS).

New curriculum and assessment policies placed an additional administrative burden on educators especially in under-resourced schools, where a much higher level of competence is required (De Clercq, 2008:14). As a result, educators have to spend more time in performing their daily tasks and any other additional activity, such as professional development, is then viewed negatively. Research on professional development has concluded that educators need time to develop, absorb, discuss

and practice new knowledge, and that professional learning needs to be sustained and intensive, and not brief and sporadic (Opfer & Pedder, 2011:384).

Swanepoel (2009:462) mentions the effect of change on the “*work-life experience*” of educators and refers to a study of Poppleton and Williamson (2004), who determined that the active involvement of educators in school change proved to be the most prominent variable in promoting positive work-life experiences for educators and their receptiveness to change itself. Swanepoel (2009:464) stresses that educators do not wish to be mere recipients who are required to implement changes, but that the more educators participated in initiating change, the more positive they felt about the change and the more willing they were to engage in change.

It is also generally accepted that the norms, structure and practices of the school could enable or constrain educators. Opfer and Pedder (2011:390) explain that educators experience difficulties in implementing new practices in their classrooms “*because of unsupportive conditions in their schools, a lack of coordination and leadership, little collegial activity and no obvious commitment to professional development*”. Organisational factors include a lack of effective leadership and management skills, failure to recognise the social side of work as well as the failure to provide staff with an appropriate working environment, as well as poor communication (Matoti, 2010:572). The following barriers to change can be identified: organisational culture; perceptions of stakeholders; lack of a holistic approach to change; absence of follow-up; absence of support and the change process itself; a deficit in the consultative process; and absence of on-going evaluation and amendment (Matoti, 2010:572).

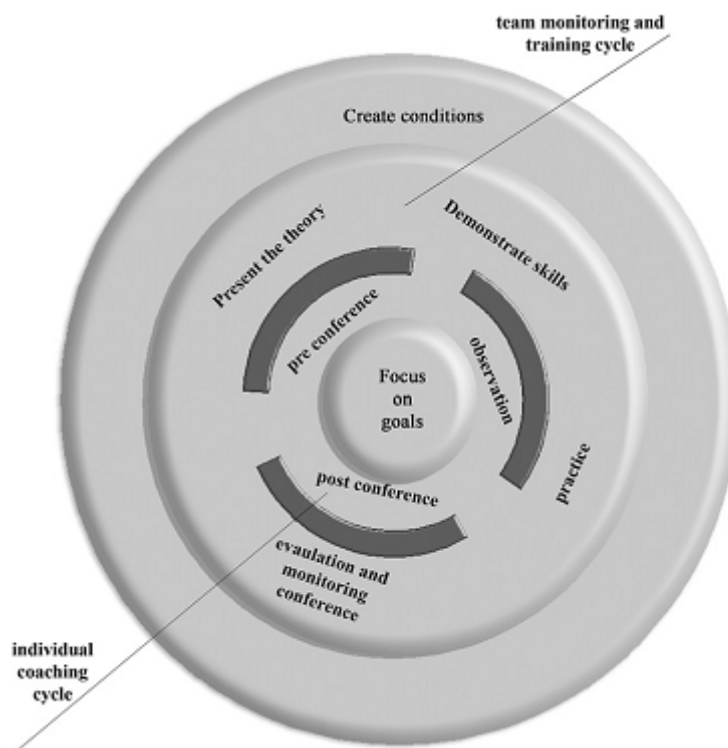
Fear and uncertainty as a result of change can lead to various reactions and behaviours. Psychological and organisational reasons as to why people resist change can also be distinguished. Feelings of insecurity, lack of self-confidence, unwillingness to surrender the status quo, lack of understanding and lack of skills and motivation are among the psychological reasons. (Matoti, 2010:572).

Although the Integrated Quality Management System (IQMS) and the model developed by Kuijpers *et al.*, (2010:1691-1693) as indicated in Figure 2.1 are similar

in many aspects, it contains certain elements which could augment the Integrated Quality Management System (IQMS).

The following comparison can be made between the model of Kuijpers *et al.* and the Integrated Quality management System (IQMS).

- Cyclic processes are utilised in both. In the Integrated Quality Management System (IQMS) two developmental cycles are prescribed for the first year, one formative and one summative. In the subsequent years educators are evaluated by their Development Support Groups (DSGs) once per annum (ELRC, 2003a:6). The Kuijpers-model also makes provision for two cyclic processes, namely the individual coaching cycle and the team monitoring and training cycle (Kuijpers *et al.*, 2010:1691).



**Figure 2.1: Integrated professional development model for effective teaching (Kuijpers *et al.*, 2010:1690)**

- Both the Integrated Quality Management System (IQMS) and the model of Kuijpers *et al.* utilise a “team” to assist the educator in his/her

development. In the Integrated Quality Management System (IQMS) the educator must appoint a peer to form the Development Support Group (DSG) together with their immediate senior, and only in exceptional cases may a peer from another school be appointed to the Development Support Group (DSG), whereas in the Kuijpers-model an external facilitator is used initially to conduct the individual coaching cycle and then used to supervise the team monitoring and training cycle (Kuijpers *et al.*, 2010:1691). In the Integrated Quality Management System (IQMS) the Staff Development Team (SDT) facilitates the Integrated Quality Management System (IQMS) process and gives guidance and oversees the mentoring and guidance process of the development Support Groups (DSGs) (ELRC, 2003a:6).

- In the Integrated Quality Management System (IQMS) a School Improvement Plan (SIP) is developed after the completion of a summative cycle which is informed by the Personal Growth Plans (PGPs) of the educators (ELRC, 2003a:11). In contrast, the model of Kuijpers *et al.* requires the professional development activities in both cycles to be focused on and guided by the goals of the teaching team, the educator and the learners (Kuijpers *et al.*, 2010:1692).
- The Integrated Quality Management System (IQMS) makes provision for a pre-evaluation discussion, lesson observation, evaluation in respect of other performance standards and a feedback discussion (ELRC, 2003a:7). The individual coaching cycle of the model of Kuijpers *et al.* consists of a pre-conference, classroom observation and a post-conference and can comprise of several sessions, depending on the need of the individual educator. The team monitoring and training cycle has four elements, namely present theory, demonstration of skills, practise in a secure environment, and the evaluation and mentoring conference (Kuijpers *et al.*, 2010:1692).
- The Integrated Quality Management System (IQMS) has a performance measurement aspect aimed at evaluating individual educators for salary progression and rewards and incentives (ELRC, 2003a:1). Significantly

this model developed by Kuijpers *et al.*, (2010:1691-1693) does not link professional development to remuneration of educators.

Both the Integrated Quality Management System (IQMS) and the model developed by Kuijpers *et al.* (2010:1693) acknowledge the importance of goal setting. However, in the Integrated Quality Management System (IQMS) the focus on goals relate to the School Improvement Plan (SIP) rather than the improvement of the individual educator and the reference to the achievement of educational goals is very general in nature (ELRC, 2003a:12). Goal related elements present in the model developed by Kuijpers *et al.* (2010:1693) are more specific in nature and could add significantly to the implementation of the Integrated Quality Management System (IQMS). These elements are:

- *The focus on goals:* This requires conceptualising a wide range of long-term goals and identifying the means to attain them. The goals and expectations should be used as standards for the interpretation of evaluative information (Kuijpers *et al.*, 2010:1693).
- *Formulation of educational goals at school, educator and learner level:* These goals concentrate on ensuring that the educators are given and accept responsibility for improving learner achievement (Kuijpers *et al.*, 2010:1693).
- *Focus on internal conditions:* Kuijpers *et al.* (2010:1693) explain that where instruction had been organised in an efficient manner and where appropriate remedial measures to assist poorly performing learners had been put in place in a timely manner, learner achievement will be positively affected.
- *Focus on school procedures, roles, structures and facilities that support the teaching and learning processes:* According to Kuijpers *et al.* (2010:1693) improvements in educator and learner performance can only be expected when there is a clear link between interventions at classroom and school levels. This means that conditions must be created to support the professional development of educators and therefore leadership is a key element (Kuijpers *et al.*, 2010:1693).



- *Inclusion of external support:* The external facilitator plays an important role in guiding and supervising the educators in their pursuit of improvement.

The incorporation of these elements would greatly enhance the effectiveness of the development appraisal aspect of the Integrated Quality Management System (IQMS) which is aimed at determining strengths and weaknesses and to draw up programmes for individual development. Such a model can contribute significantly in assisting educators to determine which self-initiated professional development activities (Type 1 activities) they should engage in. Similarly, schools can utilise integrated development models to determine which school initiated activities (Type 2 activities) would suit the needs to their educators the best.

## **2.4 CONDITIONS FOR EFFECTIVE PROFESSIONAL DEVELOPMENT TO TAKE PLACE**

Following the cue of Steyn and Van Niekerk (2005:131-132) we can identify a number of conditions under which professional development would be most likely to occur. These are discussed below:

- Professional development is most likely to take place when educators can concentrate on teaching and learning outcomes in the specific context in which they teach (Steyn & Van Niekerk, 2005:131; Scribner, 1999: 242). The work environment of educators is multi-dimensional and varied, which means that educators work and learn in different contexts (Hollins *et al.*, 2004:248; Scribner, 1999: 242). Recognition of this aspect is found in Resolution 8 of 2003 of the Education Labour Relations Council when it is stated that “*external reforms need to be sensitive to the situation in individual schools rather than assuming that all schools are the same*” (ELRC, 2003a:12).

This is supported by Creemers and Kyriakides (2009:294-298) who propose a dynamic model of educational effectiveness in which national, regional and school context factors that exert both a direct and indirect influence on teaching and learning are considered. This model also focuses on the interrelationships over time and across various levels

between effectiveness factors at several organisational levels (Heck & Moriyama, 2010:379). Schools that are able to identify their weaknesses associated with teaching and learning and develop policies and strategies to improve these weaknesses will be able to improve their functioning at classroom level (Creemers & Kyriakides, 2009:293).

- Professional development is most likely to happen when educators have sustained opportunities to develop. This refers to educator learning, opportunities to experiment and receiving feedback on changes they have implemented (Steyn & Van Niekerk, 2005:131). Research has shown that educators need time to develop, absorb, discuss and practice new knowledge and skills and that professional development activities need to be sustained and intensive rather than fleeting and intermittent (Opfer & Pedder, 2011:184). Chapman and Harris (2004:223) contend that schools that are improving are found to invest more time and effort on professional development than stagnant schools.
- Professional development is most likely to happen when educators have opportunities to spend time, formally and informally, with fellow professionals, both inside and outside their schools (De Clercq, 2008:9; Steyn & Van Niekerk, 2005:131). This includes access to researchers and programme presenters (Steyn & Van Niekerk, 2005:131). Heck and Moriyama (2010:379) mention aspects such as increased collaboration among educators, the establishment of educational partnerships and the development of values which support learning which will ultimately improve the instructional environment. Schools that create opportunities for educators to visit other schools to gather examples of best practices and to reflect upon their own teaching will raise morale and increase expectations of educator performance (Chapman & Harris, 2004:223).
- Professional development is most likely to occur when educators are involved in determining the content and process of professional development (Steyn & Van Niekerk, 2005:130; Kruger, 2003:210). It is argued that professional development must be largely self-initiated and schools must coordinate their own professional development programmes in order to achieve sustainable improvements in the quality of the

schooling system (Robinson, 2001:112). This will result in a professional development programme which acknowledges personal and professional needs (Steyn, 2008:23). Butler *et al.* (2004:436) refer to research criticizing so-called traditional educator development approaches which include workshops with a top-down approach where educators are provided with information which they must translate into action. Such development approaches are decided and driven from outside schools and allow for very little educator involvement (De Clercq, 2008:10). Chapman and Harris (2004:223) argue that the selection, quality, relevance to classroom practice and duration of developmental activities that educators are engaged in, is of critical importance. Educators who are exposed to programmes which allow for their own personal preferences will acquire more skills, be more motivated and apply what they learn (Steyn, 2005:134; Steyn & Van Niekerk, 2005:267). This aspect is recognised in the development appraisal of educators which forms part of the Integrated Quality Management System (IQMS) in that it requires of educators to develop their own personal growth plans in consultation with their development support group (ELRC, 2003a:11). The premise that educators take ownership of their own professional development is also a recognised principle of the National Policy Framework for Teacher Education and Development in South Africa. Educators are expected to undertake a variety of professional development activities that suit their own needs and requirements or that have been required by their employers (RSA, 2007a:18; SACE, 2012a:13). Educators are placed firmly at the centre of all efforts to improve capacity and effectiveness of educators (DBE, 2012a:24).

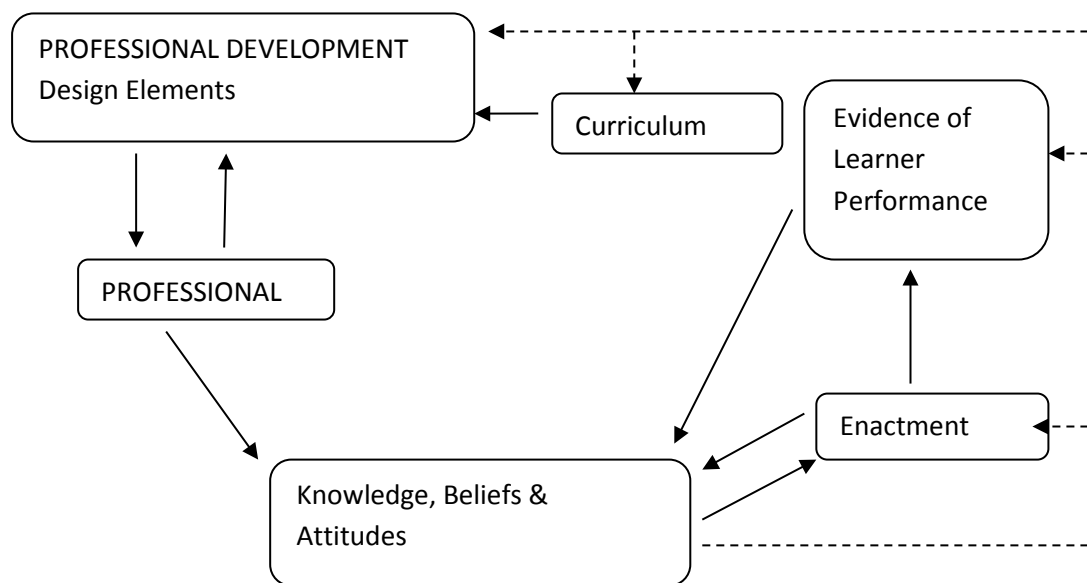
Kuijpers *et al.* (2010:1687) argue that too little attention is given to the conditions needed to support educators' performance at school level and that improvements in learner achievement can only be expected when there is a clear link between interventions at the class and school levels. Consequently the factors which may have an impact on the professional development of educators need to be considered.

## 2.5 FACTORS INFLUENCING EFFECTIVE PROFESSIONAL DEVELOPMENT

### 2.5.1 EDUCATORS' LEARNING

Individual educators have their own specific needs and learning styles (Steyn, 2009:265; Steyn & Van Niekerk 2005:134) and bring past experiences and beliefs, as well as prior knowledge, to their teaching and learning (Opfer & Pedder, 2011:387). Environmental, emotional, sociological and physiological factors are variables which all have an impact on the learning style of educators (Steyn, 2005:267; Steyn & Van Niekerk, 2005:134).

Fishman *et al.* (2003:645) developed a model for educator learning to guide their understanding of what educators learn as a function of professional development. This model is shown in Figure 2.2.



**Figure 2.2: Model of teacher (educator) learning (Fishman *et al.*, 2003:645)**

This model places knowledge, beliefs and attitudes central to educator learning and being in an interactive relationship with the interpretation of learning as represented by various forms of assessment and through the practical experience of classroom enactment. Learner performance also influences the knowledge, beliefs and attitudes of educators and is mediated through enactment. It is also argued that curriculum holds a central place in any model of educator learning because it

represents that which educators are directed to teach. The professional development design elements are the components of professional development over which the designers of professional development have immediate control. Here Fishman *et al.* (2003:646) identify four elements: the content of professional development, the strategies employed, the site for professional development, and the media used.

The following key features of educator learning can be identified:

- *Attunement to others' discourse:* The personal perspective of educators should be acknowledged. This relates to the educators' background and would include the subject they teach and the ethos and traditions of the schools in which they teach (Steyn & Van Niekerk, 2005:135). Educator learning is more likely to occur when professional development takes the diverse needs of educators and learners in their specific contexts into account.
- *Sharing emotionally in concerns relevant to learning:* It is important that individual educators have the freedom and confidence to voice their opinions and are listened to (Steyn & Van Niekerk, 2005:135).
- *Being assured that they can contribute appropriately and worthily:* Participants in professional development programmes need to be respected for what they know and can do (Steyn & Van Niekerk, 2005:135).
- *Being relatively unthreatened concerning one's identity:* Policy and curriculum changes may cause educators to feel threatened and unworthy as they are forced to adjust to new methods. Support and sensitivity would be needed from those initialising and stimulating these changes (Steyn & Van Niekerk, 2005:135).

Opfer and Pedder (2011:378) believe that learning by educators must be conceptualised as a complex system rather than as an event and explain that:

*“Complex system thinking assumes that there are various dynamics at work in social behaviour and these interact and combine in different ways such that even the simplest decisions can have multiple causal pathways”.*

They further argue that an underestimation of the complexity of educator learning would lead to a tendency to focus on the “*micro context*” (individual educators or individual activities), whilst the impact of “*meso*” (institutional) and “*macro*” (school system) contexts are forgotten. Educator learning is therefore difficult to define because the nature of the learning depends on the uniqueness of the context and the person (Opfer & Pedder, 2011:379).

Professional development must therefore allow for different contexts and learning styles, as well as be individualised to allow for educators to build on previously gained experience (Steyn & Van Niekerk, 2005:135) and the deduction can be made that variables that have an impact on educator learning will also have an impact on educator commitment.

### **2.5.2 COMMITMENT OF EDUCATORS**

Intrinsic and extrinsic factors that motivate educators to learn can be identified. The intrinsically motivated educators involve themselves in learning activities to attend to content knowledge needs, pedagogical skill short-comings, classroom management aspects and gaps in their learner centred knowledge (Scribner, 1999:246). Extrinsic motivating factors are remuneration and requirements for professional registration (Scribner, 1999:248). In the South African context remuneration could be linked to the one percent (1%) notch increases educators qualify for after reaching a minimum of fifty percent (50%) in the performance measurement which forms part of the Integrated Quality Management System (ELRC, 2003a:1). The National Policy Framework for Teacher Education and Development in South Africa (as discussed in Chapter 1), is an attempt to provide more suitably qualified educators in South Africa and requires educators to earn professional development points by participating in professional development activities in order to ensure continued professional registration with the South African Council of Educators (SACE). The implementation of this requirement is being phased in from 2014.

Personal goals, capacity beliefs, context beliefs and an emotional arousal process are aspects which can influence educators’ commitment to develop professionally (Steyn, 2005:268-269). Personal goals indicate the “*desired future states internalised by an individual*” and is an important foundation for educator commitment (Steyn & Van Niekerk, 2005:136). Capacity beliefs represent psychological states such as

self-efficacy, self-confidence, academic self-concept and aspects of self-esteem (Steyn & Van Niekerk, 2005: 136). It is argued by Wahlstrom and Louis (2008:466) that educators' willingness and preparedness to adopt and participate in reform strategies and to take on more responsibility in the school, will be shaped by their feelings of efficacy. Hickey and Harris (2005:13) contend that allowing educators to participate in "*profound ways*" will utilise the intellectual capital within a school and increase the sense of ownership that exists in the school. Therefore, when educators are more confident in themselves, they would be more prepared and involved in learning (Steyn & Van Niekerk, 2005:136). According to Wahlstrom and Louis (2008:466) educators not only must believe that they have the capacity to influence learner learning, but also that they have a shared obligation to do so. This collective responsibility is an outcome of collective efficacy. Evidence suggests that educators' collective efficacy, or collective responsibility, can be a stronger predictor of learner achievement than the socio-economic status of learners (Wahlstrom & Louis, 2008:467).

Context beliefs relate to whether the school environment, which would include the school governance structure, would provide sufficient support and resources to effectively implement changes in their class room practices (Steyn & Van Niekerk, 2005:136). It is suggested by research that workplace factors such as school structure and school culture can influence the sense of efficacy and professional motivation of educators (Scribner, 1999:239). In this regard Steyn and Van Niekerk (2005:142) make a case that collective participation may contribute to a shared professional culture where the same values and goals are developed by educators and that a culture of learning and sharing is more conducive to professional development.

The emotional arousal processes are aimed at creating "*a state of readiness*" to activate immediate action and to maintain action (Steyn & Van Niekerk, 2005:136).

The success of professional development therefore relies on the commitment of educators to undergo professional change or growth (Steyn, 2005:268; Steyn & Van Niekerk, 2005:163) and it is essential to involve educators as active learners and to treat educators as professionals (Banilower, Heck and Weiss, 2007:377). It is also generally accepted that the norms, structures and practices of a school both enable

and constrain educators (Opfer & Pedder, 2011: 390; Banilower, Heck & Weiss, 2007:378). This is now discussed in the next sub-section.

### 2.5.3 IN-SCHOOL CONDITIONS

Variables connected to in-school conditions which can affect professional development are school climate (Vos, Van der Westhuizen, Mentz & Ellis; 2012:570), school culture, school structure, school size, regular professional development, collaboration and feedback (Steyn, 2009:270; Steyn & Van Niekerk, 2005:139; Singh, 2005:17). Steyn (2009:271) explain as follows:

*“Teachers need to know whether they are making progress and that their professional learning has a positive impact on learner performances”.*

In-school factors have situational effects. Schools should identify those factors which are not functioning well and design improvement strategies (Creemers & Kyriakides, 2009:304). This relates to Whole School Evaluation (WSE) of the Integrated Quality Management System (IQMS). Based on their assumption that the core of a successful school is the search for improvement, Creemers and Kyriakides (2009:29) identify school policy for teaching and the actions which are taken to improve teaching practice, as well as the policy for creating a school learning environment and the actions to improve the school learning environment, as key factors which impact on their dynamic model for school effectiveness. Educators must be able to engage in self-criticism, self-planning and self-problem solving, which means that they must be empowered to question traditional approaches (Singh, 2005:17).

Research has demonstrated that educators struggle to implement new practices in their classrooms when unsupportive conditions exist in their schools, when there is a lack of coordination and leadership, little collegial activity and no commitment to professional development (Opfer & Pedder, 2011:391). Kuijpers *et al.* (2010:1687) refer to nine principles for effective school improvement as developed by Muijs, Houtveen, Wubbels and Creemers (2005) and emphasise that school improvement should focus on the improvement of the quality of educators and the quality of learner achievement. These principles for school improvement include taking the



school as a starting point and placing the spotlight on internal conditions relating to teaching and learning processes, including procedures, roles, structures and facilities that support teaching and learning. Also included is the formulation of educational goals at school, educator and learner level (Kuijpers *et al.*, 2010:1687). In this regard Mestry, Hendricks and Bischoff (2009:477) argue that any professional development initiative will lack meaning unless there is a sound and integrated professional development plan that develops out of the school vision for learner success and to which educators are committed.

The impact internal conditions of a school can have on professional development is acknowledged by Resolution 8 of 3003 of the Education Labour Relations Council which places the internal conditions of a school as a key focus for change. These include not only the teaching and learning activities used in a school, *“but all the school’s procedures, role allocation and resources used to support the teaching and learning process”* (ELRC, 2003a:12).

Out-of-school conditions will also impact on the internal functioning of a school and it is therefore essential to include a discussion on the external environment of a school as a factor which could impact the professional development of educators.

#### **2.5.4 EXTERNAL ENVIRONMENT**

The teaching and learning situation is influenced by the wider educational context (Creemers & Kyriakides, 2009:294) and as a result, also influences the professional development of educators. Such conditions would include the policies and programmes of the authorities, resources, funding and control (Steyn, 2005:273; Steyn & Van Niekerk, 2005:141). Creemers and Kyriakides (2009:294) mention that the values for learning in the society and the importance attached by society to education are an important factor in shaping educator and learner expectations. It should also be kept in mind that societal demand for skills and a better educated workforce will increase together with the need to enter into collaborative enterprises and strategic partnerships due to globalisation and its associated competition (Steyn & Van Niekerk, 2005:141).

In the South African context, schools are now expected to function within a new legislative environment and are exposed to political forces which required a move to

school-based management (Beckmann, 2009:129; Grant, 2006:511). This required schools to transform themselves from organisations which historically were strictly hierarchically structured and authoritarian in nature into organisations which are more democratic and participatory in nature (Williams, 2011:191). Further, many educators received their initial training when the South African education system was part of the apartheid dispensation and organised in racial and ethnic sub-systems (RSA, 2007a:4). In addition, although South Africa has a highly evolved economic infrastructure, the South African society is also characterised by enormous social and economic inequalities (Grant, 2006:512). These social inequalities are characterised by the persistence of poverty, unemployment, huge income disparities and the debilitating effects of HIV/Aids and other life-threatening diseases (RSA, 2007a:13). Frequent policy and curriculum changes highlighted the need for educators to be open to change even further (Grant, 2006:512). This is in line with The Norms and Standards for Educators which require an educator to be “*a scholar and lifelong learner*” (RSA, 2007a:11).

In addition to the numerous legislative, policy and curriculum changes which confronted educators during the past two decades, policies and regulations aimed at professional development of educators has undergone various changes since the introduction of the Development Appraisal System (DAS) on 28 July 1998 (ELRC, 1998), the Performance Measurement System that was agreed to on 10 April 2003 (ELRC, 2003b) and Whole School Evaluation (ELRC, 2003a). The Integrated Quality Management System (IQMS) was informed by Schedule 1 of the Employment of Educators Act (RSA, 1998) where the Minister is required to determine performance standards for educators in terms of which their performance is to be evaluated.

A development which indicated the future direction of continuous professional development of educators in South Africa was the introduction of the National Policy Framework for Teacher Education and Development (NPFTED) (RSA, 2007a:17). The Continuous Professional Teacher Development (CPTD) management system will be administered by the South African Council for Educators (SACE) with the support of the Department of Basic Education (SACE, 2012a:11) and requires educators to undertake continuous professional development activities in a similar vein to other professions. Firstly, educators’ own individual efforts to develop themselves as professionals will be recognised. Secondly, what schools do to

improve the knowledge, skills, commitment and service will be encouraged and school based professional development activities will be recognised. Thirdly, external providers of professional development activities, including unions, will be assisted and approved by SACE (SACE, 2012a:15).

More recently the Teacher Summit of 2009 and the resultant Integrated Strategic Planning Framework for Teacher Education and development in South Africa, 2011-2012, as well as the signing of the Memorandum of Agreement between the Department of Basic Education and Teacher Unions (DBE, 2012a::24), indicated a significant shift in the focus on professional development of educators. Buy in into the professional development of educators by the unions and the subsequent recognition of the contribution they can make to the continuous professional development of educators is an important and noteworthy indication that educator unions in South Africa are recognising the significant role they can play in attempts to improve the South African education system.

Against this backdrop, educators are not only required to navigate an environment jam-packed with socio-economic and cultural challenges, but are now expected to give effect to the role of being a scholar and lifelong learner. It is therefore imperative that professional development programmes and activities take cognisance of the external forces and conditions in which schools operate, especially those professional development programs initiated at school level. This directs the focus to the important role of school leadership as a factor which could have an impact on the professional development of educators.

### **2.5.5 QUALITY LEADERSHIP**

Great importance is ascribed to the role of leaders in the effectiveness of schools and learner achievement (Bush, Kiggundu & Moorosi, 2011:31; Leithwood, Patten & Jantzi, 2010:672; November, Alexander & Van Wyk, 2010:787; Robinson, 2010:1) and that it plays a critical role in the establishment of a learning community (Bredeson & Johansson, 2000:388). May and Supovitz (2011:336) equate school leadership with the facilitation of an improvement process. “*Outstanding leadership*” is therefore associated with “*outstanding schools*” (Grant, 2006:512).

The importance of quality leadership is clearly explained by Sergiovanni (1998:41):

*“Leader and followers reflect together, learn together and inquire together as they care together to construct a reality that helps them to navigate through a complex world. This process of reciprocal influence is guided by shared purposes and involves accepting roles that are connected to moral obligation”.*

However, in order to obtain clarity on leadership, it is necessary to first differentiate between the concepts of management and leadership. Management is concerned with implementation, operational issues, transaction, means, systems and doing things right (Clarke, 2007:2). According to Grant *et al.* (2010:403) the purpose of management is to ensure *“the stability, preservation and maintenance of the organisation”*, and can be regarded as a maintenance activity (Bush, 2007:392). Bush (2007:392) makes a connection between leadership and values or purpose, while he relates management to implementation and technical issues. He believes that leadership and management should be given equal prominence if schools are to be effective and successful. Whilst the focus of management and the focus of leadership is not the same, they complement each other in the school situation (Grant *et al.*, 2010:403) and need to be given equal prominence if schools are to function effectively and achieve their objectives (Bush, Bell & Middlewood, 2010:5).

Clarke (2007:2) explains that leadership is concerned with vision, strategic issues, transformation, ends, people and doing the right thing. Grant *et al.* (2010: 402) contend that leadership should be understood *“as the process which brings about change in the organisation”* in order to help the school to adjust to its changing role in society. Christie (2010:695) suggests that leadership should be understood *“as a relationship of influence directed toward goals or outcomes, whether formal or informal”*. In this regard Spillane, Halverson and Diamond (2004:1) hold the view that leadership is *“critical to innovation in schools”*. According to Muijs and Harris (2006:961) successful school improvement is reliant on the capacity of schools to deal with change and development. Research evidence suggests that school leadership has a greater influence on schools and learners when it is widely distributed and is regarded as being a way of dealing with new government policies which require greater partnerships and collaboration (Hartley, 2009:142). Important aspects which are related to leadership and professional development is the importance of a shared vision (Steyn, 2005:270; Steyn & Van Niekerk, 2005:137)

and purposing (Sergiovanni, 1998:41), developing and agreeing to common goals and the creation of high performance expectations (Steyn, 2005:270; Steyn & Van Niekerk, 2005:138; Kruger, 2003:210). Sergiovanni (1998:41) explains that educational leaders are bound by “*standards of technical competence*” as well as ‘*standards of public obligation*’. Botha (2004: 240) explains that leadership must “*set clear expectations, and maintain discipline and implement high standards, with the aim of improving teaching and learning at school*”.

There is a clear developmental element associated with school leadership and “*leaders need to influence classroom practice if they are to make a real difference to student learning*” (Bush, Bell & Middlewood, 2010:8). Bush, Bell and Middlewood (2010:8) regard the erratic and infrequent engagement in with the learning process by leaders in schools as one of the weaknesses of current practice in South Africa. They argue that that the separation between leadership and learning is damaging to learner outcomes which “*remain stubbornly low*”. The school leader is expected to lead the school community to develop more effective teaching and curricular strategies (Bush, 2007:400; Botha, 2004:240). School leaders are instrumental in improving instructional practice and the principle of adult learning leading to improved children’s learning is seen as a key aspect of instructional leadership (Graczevski, Knudson & Holtzman, 2009:73). Bush (2007:400) explains that instructional leadership includes both the professional learning of educators and the learners’ growth.

Intellectual stimulation (Steyn, 2005:270; Steyn & Van Niekerk, 2005:138) can be achieved by inspiring educators to develop four basic dimensions of their lives by personally inviting themselves, personally inviting others, professionally inviting themselves and, professionally inviting others (Kamper, 2008:4; Steyn, 2005:264).

Furthermore, educational leaders need to be role models in every aspect of their day to day workings at school (Kruger, 2003:310) by being an appropriate example (Steyn, 2005:270; Steyn & Van Niekerk, 2005:138). Kruger (2003:210) also identifies visibility as an important dimension of school leadership. Being visible reinforces good teaching and learning behaviour.

There is also a clear relationship between school culture and professional learning and learner performance (Steyn & Van Niekerk, 2005:138). Strong leadership is required to develop and maintain a culture of teaching and learning.

Leadership is also concerned with the implementation of new programmes and processes (Botha, 2004:240). It targets the school's central activities (Bush, 2007:401). This includes managerial functions such as supervising and evaluating instruction, coordinating the curriculum and monitoring learner progress (Hallinger, Leithwood & Heck, 2010:19).

Principals are responsible for the overall management of teaching and learning, which includes aspects such as setting the framework for effective teaching and learning and ensuring that curriculum delivery is being implemented successfully (Bush, Joubert, Kiggundu & Van Rooyen, 2010:164; Kruger, 2003: 206). It is further stated by Robinson (2010:2) and Caskey (2007:2) that in schools where leadership is focused on the core business of maximising teaching and learning, learners outperform those in schools who do not have the same priority. Principals in these schools seek opportunities to encourage and support improvement in classroom related activities. According to Heck and Moriyama (2010:380), leadership "*highlights the importance of learning, not only for learners, but also for teachers and staff*".

Bell and Bolam (2010:105) mention six key steps that will enable school leaders to successfully enable educators in their schools to benefit from a "*less instrumental and mechanistic approach*" to professional development. These are to:

- *"be a role model learner personally committed to their own learning*
- *support all employees as learners, recognising that staff have different personal and professional aspirations*
- *encourage the sharing of learning*
- *build an emphasis on learning into all management processes*
- *develop a culture of enquiry and reflection*
- *assess the effectiveness of staff learning*".

Hallinger, Leithwood & Heck (2010:22) also refer to research done by Marks and Printy (2004) who link instructional leadership to transformational leadership. They

explain that by addressing both educators' commitments and engagement (transformational leadership focus) as well as the focus on learner learning (instructional leadership focus), educators will grow in commitment, professional involvement and willingness to innovate. Instructional leadership can thus itself be transformational (Hallinger, Leithwood & Heck, 2010:23).

Several studies on instructional leadership indicate that principals affect learner achievement indirectly (Heck & Moriyama, 2010:381; Leithwood, Patten & Jantzi, 2010:672; Robinson, 2010:1; Marks & Printy, 2003:373). This is done by the setting of goals and building school wide commitment to them (Graczewski *et al.*, 2009:90; Youngs & King, 2002:667). According to Kruger (2003:206) "*it relates to the core activities of the school, i.e. teaching and learning in the classroom involving all the beliefs, decisions, strategies and tactics which principals utilise to ensure instructional effectiveness in every classroom*". Ash and Persall (2000:17-18) illustrate the importance of the role played by the principal by describing him/her as the "*Chief Learning Officer*" and describing the educator as the direct customer of the principal.

By referring to a number of authors, Grobler, Bisschoff and Beeka (2012:42) mention contemporary clarifications of leadership models and theories which include instructional, charismatic, transactional and transformational leadership. Educational leadership has, however, generally been associated in the literature with a single individual, the school principal or head teacher (Grant, 2008:86; Muijs & Harris, 2007:112). Grant (2008:86) believes that leaders can assist at all levels of an organisation and supports an inclusive approach to leadership and places its capacity building aspect at the heart of the distributed leadership model. Muijs and Harris (2006:961) explain this as follows:

*"Building the capacity for improvement also means extending the potential and capabilities of teachers to lead within the organisation"*.

Shared and distributed leadership will create conditions in which educators will believe they are empowered to make meaningful and feasible changes to the school (Steyn, 2005:271; Steyn & Van Niekerk, 2005:139). Singh (2005:17) explains this point as follows:

*“Freedom to participate, being empowered and recognised as significant role players will lead to joint accountability and responsibility”.*

School leaders should therefore develop a supportive and enabling environment which would include paying attention to the psychological wellbeing of educators as well as managing their workload (Vos *et al.*, 2012:56-57). This is acknowledged by Performance Standard 9 of the Development Appraisal Instrument as agreed on in Resolution 8 of 2003 of the Education Labour Relations Council (ELRC, 2003a:43).

## **2.6 DISTRIBUTED LEADERSHIP**

Distributed leadership is a relatively new paradigm in school leadership and has only recently received attention in South Africa. South African researchers leading the way in this idea of leadership are Grant (2008), Grant and Singh (2009), Grant *et al.*, (2010), De Villiers and Pretorius (2011), Williams (2011) and Naicker and Mestry (2011 & 2013).

Conventional leadership models are seen as lacking in the face of continuing change in the educational environment and *“have been criticized for being unable to sustain school improvement”* (Naicker & Mestry, 2013:2). Recent findings regarding effective leadership are that authority to lead need not be located in the person of the leader, but can be dispersed in the school (Muijs & Harris, 2003:437). According to Harris (2008:173), the distributed leadership theory *“would recognise that many people will have the potential to exercise leadership in any organisation but the key to success will be the way that leadership is facilitated, orchestrated and supported”*.

Educational leadership has generally been associated in literature with a single individual, the school principal or head teacher (Hartley, 2009:141; Grant & Singh, 2009:290; Grant, 2008:86; Muijs & Harris, 2007:112). Current discourse about educational leadership has, however, shifted towards a focus on the value of *‘distributed leadership’* (Bush & Glover, 2012:21; Harris, 2011: 8; Jacobson, 2011:35; Spillane, 2009:70; Mascal, Leithwood, Strauss & Sacks, 2008:215; de Lima, 2008:160). Spillane, Camburn, Pustejovsky, Stitzel Pareja and Lewis (2008:191) hold the opinion that, based on prior empirical work, an exclusive focus on the school



principal is short-sighted. Spillane (2009:72) further argues for a move beyond the current fixation with the principal. Mulford and Silins (2003:186) are of the opinion that faith in one person might bring initial, temporary success, but the culture of dependency it creates, will eventually lead to mediocrity. Distributed leadership theory views leadership in terms of activities and interactions that are distributed across multiple people and situations (Williams, 2011:191; Harris, 2008:174; Timperley, 2005:395) and that there are multiple sources of influence within any organisation (Bush & Glover, 2012:22; Harris, 2011:7). This is also a need created by the increased responsibility and accountability of school leadership (Bush & Glover, 2012:22).

Muijs (2011:51) describes distributed leadership as a form of leadership that brings together the lateral and formal leadership processes so that organisational change and development can be achieved. This is especially pertinent to the South African situation where Resolution 8 of 2003 of the Educator Labour Relations Council (ELRC, 2003a:43) specifically introduces a leadership element to the tasks to be performed by principals, deputy-principals and heads of department and expects organisational responsibility for professional development of educators to shift towards a form of collective, shared and distributed duty which is stretched over schools' situational and social contexts.

According to MacBeath (2005:364), distributed leadership requires

*“a high level of developmental activity on the part of the head teacher. It describes the creation of a culture that offers teachers an opportunity to learn from one another’s practice. Its explicit purpose is to encourage a sense of collaboration among teachers and between teachers and classroom assistants and a culture in which staff willingly use informal opportunities to discuss children’s learning, reflecting on their practice as a way of identifying their professional learning needs”.*

Grant (2008:86) places this capacity building aspect at the heart of the distributed leadership model. Muijs and Harris (2006:961) explain as follows:

*“Building the capacity for improvement also means extending the potential and capabilities of teachers to lead within the organisation”.*

Harris (2004:14) equates distributed leadership with “*maximising human capacity within an organisation*”. Fullan and Watson (2000:455) describe this process as ‘*reculturing*’ or ‘*capacity building*’. They explain that:

*“this is a process of increasing the focus on core instructional goals, processes and outcomes by improving the capacity of teachers and others to work together on these matters”.*

The school development or school improvement aspect requires the consideration of collective or organizational learning in addition to individual learning, which means that learning must be done in small groups and whole schools. (Leithwood & Mascal, 2008:536). The implication is therefore that organisational change and development are boosted when leadership is broad based and where educators are afforded the opportunities to collaborate and actively participate in change innovation (Harris, 2008:176). De Lima (2008:161) argues that distributed educator leadership is considered as a process whereby educators, individually or collectively, influence colleagues in order to improve professional practice. These aspects are acknowledged in Performance Standard 5 (ELRC, 2003a:37-38) and Performance Standard 9 (ELRC, 2003a: 43-44) of the Development Appraisal Instrument of the Integrated Quality Management System, as well as in the requirement that educators have their own development teams. However, for this process of leadership distribution to impact positively on school development and change and for it to create more opportunities for educators to learn and develop, distribution of leadership must be planned, purposeful and done effectively (Timperley & Robertson, 2011:6). Therefore, it is not necessarily the distribution of leadership that determines effectiveness, but rather how it is distributed.

Distributed leadership is inextricably linked to the creation of learning communities, professional learning and capacity building of educators, personal and professional growth of educators, an increased sense of responsibility and accountability, continuous assessment practices, whole school development and improvement, and improved learner achievement (De Villiers & Pretorius, 2011:576). Literature

suggests that distribution of leadership activity has a positive effect on educator effectiveness and learner engagement (Jacobson, 2011:35; Harris, 2008:179). Leithwood and Jantzi (2008:497) refer to what they describe as a small but impressive body of research indicating that efficacy beliefs of educators have large effects on both educator performance and learner outcomes.

Muijs and Harris (2003:440) provide three reasons why distributed leadership is helpful in providing conceptual clarity around the terrain of educator leadership. It firstly includes and integrates the activities of multiple groups of individuals in a school who work at guiding and mobilising educators in the instructional change process. Secondly, a social distribution of leadership is implied where the leadership function is '*stretched over*' a number of individuals and where the leadership task is performed through the interaction of a number of leaders. Thirdly, interdependency, rather than a dependency is a characteristic of how leaders at different levels and in different roles share responsibility.

Distributed leadership theory calls for schools to '*decentre*' the leader (Muijs & Harris, 2003:439) and in this sense leadership is understood as '*fluid and emergent*' (Gronn, 2008:144; Grant & Singh, 2009:291; Harris, 2008:174; Muijs & Harris, 2003:439). The idea that leadership is not vested in one individual, but should be regarded as '*fluid and emergent*', could however be equated with a preference for '*looseness*' or '*open-endedness*' (Gronn, 2008:144) or be used as a synonym for a '*bossless-team*; or a '*self-managed team*' (Harris, 2008:174). This could be the result of tensions which resulted out of the need to, as expressed by Gronn (2008:145), "*achieve a workable balance between central control and local discretion*". Although this shift to distributed leadership may reflect disillusionment with individual conceptions of leadership or the '*great man*' idea and bureaucratic organisational structures (Bush & Glover, 2012:22; Hartley, 2009:141; Hargreaves & Fink, 2008:231; Leithwood & Mascal, 2008:529), Harris (2011:8) and Spillane (2009:71) contend that it does not imply that principals are redundant, but rather that, without the support of the principal, it is unlikely that distributed leadership would prosper or be sustained. Furthermore, the active cultivation and development of leadership abilities within all members of a team is emphasised. Leadership capability and capacity is not fixed, but can be extended (Harris, 2008:174). Basing his argument

on empirical work, Spillane (2009:71) states that from a distributed perspective, the prominence of principals will differ depending on the school, school subject and activity. Evaluating the possibilities and constraints of distributed leadership in South African Schools, Williams (2011:198) suggest that the situational context of a school will be key in determining the degree to which distributed leadership would be desirable. Based on their research conducted for the English National College on high performing School Leadership Teams (SLTs), Bush and Glover (2012:34) conclude that distributed leadership is used by principals in different ways and fluctuates in extent, thereby reflecting the diverse complexity of school organisation. It also reflects the cultural aspect (Bush & Glover 2012:340) and policy climate (De Lima, 2008:180) of schools. Conventional individual leadership is seen as lying at one extreme and on the other extreme is the view of a collective practice. It is argued by Naicker and Mestry (2013:3) that the movement from the focus on a single leader towards collective or team leadership resembles the direction in which South African schools are expected to move. In this regard Kennedy, Deuel, Nelson and Slavit (2011:20) argue that some schools may be ready for a distributed leadership approach and shared responsibility, whilst others may need to build and develop the necessary expertise and trust.

### **2.6.1 THE 'PRINCIPAL-PLUS' ASPECT**

Much of the work on distributed leadership theory has focused on the "*leader plus*" aspect of leadership (Harris, 2011:7; Hartley, 2010:355; Hartley, 2009:143; Spillane, 2009:70; Spillane *et al.*, 2008:191), which recognises that leading and managing schools can involve multiple individuals (Spillane, 2009:70; Spillane *et al.*, 2008:191). Grant (2008:86) believes that leaders can assist at all levels of an organisation and supports an inclusive approach to leadership. Spillane (2009:70) explains that the distributed frame "*presses us to reach beyond the principal to pay attention to other designated leaders*" and other school staff members who perform leadership functions. As stated by Hoadley, Christie and Ward (2009:377), "*in looking for evidence of leadership of learning, we should not expect it to be inherent exclusively, or even primarily, in the principal*".

Principals are, however, critical figures in the leadership equation and occupy centre stage in promoting distributive leadership in schools (Harris, 2011:8; Naicker &

Mestry, 2011:105; Murphy, Smylie, Mayrowetz & Louis, 2009:181; Grant, 2008:89) and play a key role in deciding what is distributed and how distribution is accomplished (Bush & Glover, 2012:34; Grant & Singh, 2009:291). This view is supported by De Lima (2008:182) who argues that, despite the assumption that an organisation must have multiple leaders, distributed leadership may not prosper without “*a vigorous push*” from the person on top. In this regard, Ash and Persall (2000:16) describe the principal as “*the leader of leaders*”. The paradox, according to Harris (2007:322), is that “*without a stable, consistent leadership in schools, distributed leadership will be incredibly vulnerable and ultimately fragile*”.

The central role of the principal is also retained by the accountability framework within which schools operate (Bush & Glover, 2012:34; Muijs & Harris, 2006:962). This is in line with the view of Gronn (2008:151) that there still has to be regular monitoring by principals, especially when people are inexperienced in distributed leadership practices (MacBeath, 2005:363). Gronn (2008:150) argues for a “*hybrid*” approach and makes a distinction between hierarchical and heterarchical modes ordering responsibilities and relations and explains that whilst in hierarchical ordering “*each level is successfully implicated in the next level*”, in heterarchy “*various levels exert a determinate influence on each other in some particular aspect*”. The hybrid approach would then mean that leadership practice be comprised of collaborative work with significant roles assigned to designated individual leaders. Naicker and Mestry (2011:105) recommend that distributed forms of leadership should be complimentary to vertical leadership structures in schools and be integrated as such.

Although it is argued by Hartley (2010:282) that “*the ‘heterarchy’ of distributed leadership resides uneasily within the formal bureaucracy of schools*”, an evolutionary process occurred in the South African schooling system which put in motion a shift from a centralised to a decentralised system of education management (De Villiers & Pretorius, 2011:574; Williams, 2011:190; Grant, 2006:511). This called for a new conceptualisation of leadership which required schools to be transformed into democratic organisations which are open and transparent (De Villiers & Pretorius, 2011:575; Grant, 2006:511). Nevertheless, although leadership functions may be distributed through the school in order to harness the available expertise, in terms of the job description of principals

contained in the In the Personnel Administration Measures (PAM) of the Employment of Educators Act 76 of 1998 (RSA, 1998), the principal remains ultimately responsible and accountable for the professional development of educators.

The implication is that, as argued by Murphy *et al.* (2009:183), many principals need to reconfigure themselves as leaders who are required to reframe their own conception of learning from “*reliance on bureaucratic and institutional lenses toward viewing schools as community-anchored organisations*”. On the other hand it often means that new skills need to be developed and *together* with “*a new set of performances*” not necessarily associated with the education of school leaders.

Harris (2011:8) emphasises that leadership from a distributed perspective will mean a change in the role of the principal. She views this change as dramatic and explains it as a move from someone making decisions at the apex of the organisation, to seeing their core role as developing the leadership capacity and capability of others. Murphy *et al.* (2009:183) hold that distributed leadership necessitates a transformation in the understanding of leadership and it requires reframing one’s conception of schooling. According to Harris (2011:8) “*it implies the relinquishing of some authority and power, which is not an easy task, and a repositioning of the role from exclusive leadership to a form of leadership that is more concerned with brokering, facilitating and supporting others in leading innovation and change*”. In an education system principals built along hierarchical and bureaucratic lines it would imply that the principal becomes not only a ‘leader of leaders’, but also a ‘manager of leaders’.

Wahlstrom and Louis (2008:461) argue that when principals share leadership responsibilities with staff, they must be prepared and ready to abide by the actions initiated by educators. They describe this as a “*high-stakes stance when the bottom line for accountability rests with the principal*”. Relational trust linked to the principal’s respect and personal regard for educators, competence of educators and personal integrity is thus needed for shared leadership to succeed (Wahlstrom & Louis, 2008:462).

Mayrowetz, Murphy, Louis and Smylie (2007:81), as well as Harris (2008:179), mention “*boundary management*” as a crucial aspect of distributed leadership implementation. Mayrowetz *et al.* (2007:81) refer to Sundstrom, De Meuse and Futrell (1990) who point out that for groups to maintain their identities without becoming isolated from the rest of the organisation; group boundaries need “*continual management to ensure that it becomes neither too sharply delineated nor too permeable*”. This boundary management is essentially monitoring the innovations resulting from distributed leadership without which school improvement would be unlikely.

Distributed leadership is therefore also associated with system reconfiguration and organisational redesign (Harris & Spillane, 2008:31; Harris, 2008:179) and a move away from bureaucratic to more collaborative practices (Harris, 2011:8; Murphy *et al.*, 2009:183). This necessitates more lateral and flatter decision making processes where the practice of leadership is shared among organisational members (Bush & Glover, 2012:22; Muijs, 2011:51; Harris, 2008:174; Harris & Spillane, 2008:31; Harris, 2007:322). This is manifested in the South African education system through Performance Standard 9 of the Development Appraisal Instrument as agreed on in Resolution 8 of 2003 of the Education Labour Relations Council in that leadership functions relating to professional development of educators are expected from principals, deputy principals and heads of department (ELRC, 2003a:43). Harris (2008:174) warns that this does not imply that the formal leadership structures within a school disappear, but rather that a powerful relationship between vertical and lateral leadership processes is assumed making those in formal leadership positions the ‘*gatekeepers*’ to distributed leadership practices in their schools. This calls for a different conception of the organisation which would also necessitate the development of new skills and range of approaches by those in formal leadership positions (Harris, 2011:8; Murphy *et al.*, 2009:183).

The developmental sequence of MacBeath (2005:363-364) provides some strategies a principal may use in establishing distributed leadership practices and provide insight into the role principals play to promote leadership capacity in their schools. Using MacBeath’s developmental sequence, De Lima (2008:182) summarises the role principals play as follows:

*“They must identify the leadership needs of their school, look for people who have the necessary potential or capacities to satisfy those needs, assign responsibilities to them, provide opportunities for them to get training and improve their capacity, and create conditions for them to share their expertise with others, so that they can empower their colleagues and stimulate even more leadership activity within the school”.*

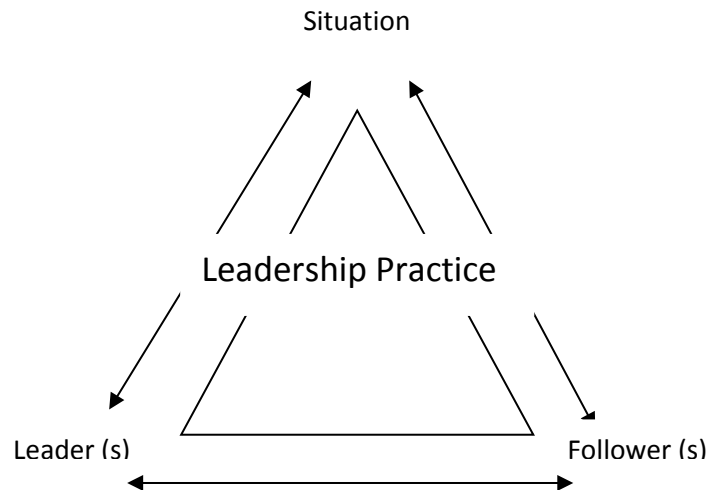
## **2.6.2 THE PRACTICE ASPECT**

A good deal of the work on distributed leadership has framed leadership as the performance of tasks (Robinson, 2008:243) and focuses on the very activity of leadership (Hartley, 2009:143). Distributed leadership frames practice not as individual actions but as a product of the interactions among *“school leaders and followers as mediated by aspects of their situation”* (Spillane, Healy, Parise & Kenney, 2011: 161). Furthermore, distributed leadership aims at understanding leadership as a *“dynamic organisational entity”* (Harris, 2008:174). Spillane, Halverson and Diamond (2004:5) define leadership as *‘the activities engaged in by leaders, in interaction with others in particular contexts around specific tasks’*. Harris (2008:174) describes it as a form of lateral leadership where organisational members share the practice of leadership. According to Spillane (2009:72) and Harris (2008:174), the key element is that organisational influence and decision making is directed by the interaction of individuals rather than individual direction. Figure 2.2 illustrates the view of Spillane *et al.* (2004:10) that leadership activity involves three essential constituting elements, namely leaders, followers and the situation. Their perspective places the emphasis on the *“web of leaders, followers, and situation that gives activity its form”* and moves away from the focus on the individual. Spillane (2009:72) emphasises that *“getting to interactions”* is essential in the study of practice. He explains by referring to the reactions of staff members on the actions of the principal or another educator leader and how these ongoing interactions shape the practice of leading and managing. Spillane (2009:72) explains further:

*“When viewed through a distributed frame, aspects of the situation – such as organisational routines (for example grade level meetings) and tools of various sorts (for example, teacher evaluation protocols) –*



*define the practice of leading and managing by focusing interactions among leaders and followers on particular features of curriculum and pedagogy within the school’.*



**Figure 2.3: Constituting elements of leadership practice (Spillane et al. 2004:11)**

One aspect of school routine which may differ in situation is the school subject, as different subjects have different internal ‘scripts’ according to which they have to be led and managed (Spillane, 2009:72).

Spillane is supported by Harris (2008:175) who explains that distributed cognition transpires through interactions and across various teams and that distributed leadership implies that the practice of leadership is shared and realised within extended groupings and networks of which some would be formal and others informal. According to Harris (2008:175), this could be observable in schools through the work of subject departments, cross-curricular groupings, action learning groups and school improvement groups and where educators are working together to solve pedagogical problems, “they will occupy leadership ‘space’ within the school”.

## 2.7 HEADS OF DEPARTMENT AND SUBJECT DEPARTMENTS

The move towards school based management has made it difficult for all tasks to be undertaken by principals and their deputies, and heads of department or middle managers have assumed a more significant role in many schools (Wise & Bush, 1999:193). Bush *et al.* (2010:165), mention the middle manager's role as being focused on sub-units (subjects or school phases) and also their importance in developing learning centred leadership in schools. They note that heads of department will have to spend much more time in supervising teaching and learning activities. Further, there is general agreement that in site based performance management the role of the middle manager or head of department is critical (Gunter, 2001:107).

This sentiment was echoed by principals in a study done by Muijs and Harris (2006:966). One principal commented:

*"We can't know everything. Tapping into a range of views is bound to help us come up with better ideas that are often more grounded in daily practice".*

Another principal remarked:

*"We can provide the vision, but at the end of the day, we've got to rely on people implementing the Numeracy strategy, the Literacy strategy, and so on".*

Brown, Rutherford and Boyle (2000:243) argue that the subject department must be the key focus for change in a school. They believe that heads of department, with responsibility for a manageable group of people, can enable successful change within the group and thus contribute to whole school improvement. They also feel that heads of department and members of their departments share subject loyalty and expertise as well as "*micro-political*" interests, and therefore form units which can be crucial agents of change in schools. This view that subject departments can be potent driving forces in influencing the quality of teaching and learning and educator development, is supported by De Lima (2008:159), Dinham (2007: 64),

Mercer and Ri (2006: 106), Visscher and Witziers (2004:787) and Turner (2003a:209). Heads of department may perform an important mentoring and supervisory leadership function in order to facilitate the professional development of their colleagues (De Lima, 2008:160). This point of view is acknowledged by the National Education Evaluation and Development Unit (NEEDU) in their 2012 National Report when they declare that heads of department are the only educators that are in a position to offer sustained and frequent assistance to effect changes in classroom practice (NEEDU, 2013:81).

Heads of department are a significant link between principals and classroom educators (Dinham, 2007:63; Wise & Bush, 1999:193) and have formal responsibilities and accountabilities with horizontal and vertical influence and it is argued by Dinham (2007:63) that the workload of the head of department has become more complex, intensive and challenging.

Brown and Rutherford (1998:75) refer to a two-fold strategy to develop successful schools through subject departments. This requires subject departments to improve their teaching and to translate policy intentions into classroom practice. Therefore, in the terminology used by Brown and Rutherford (1998:79), the head of department is the “*leading professional*”. This focuses on the role of the head of department as being developmental in nature in that the intention is to improve teaching, learning and achievement in the department. This requires heads of department to be up to date with recent curriculum developments and to be more than competent educators if they wish to have credibility among their colleagues in their department. However, becoming an effective subject leader is mainly an evolutionary process (Turner, 2000:301) as there is little to prepare educators for the role of head of department other than, as described by Brown *et al.* (2000:239), “*by a process of osmosis*” during which skills are acquired and competencies are developed which would prepare them for being appointed to more senior posts. This “*ad hoc*” nature of head of department preparation was found by Dinham (2007:63) to be one of the difficulties experienced by heads of department.

It is suggested by Hammersley-Fletcher and Strain (2011:881) that middle leaders (heads of department) are increasingly becoming efficient in demonstrating “*compliance and recognition in respect of implementing government policies and the*

*head's agendas, rather than using their role to develop significant initiatives in learning and teaching practices”.*

They argue that the aim of middle leadership is to cultivate and encourage creative practice and therefore time and space must be created to enable educators to engage in activities which improve teaching practice.

Research in this field has further shown that heads of department generally also experience the following difficulties:

- They have a wide range of learning needs and are under-prepared for especially the interpersonal aspects of their role (Dinham, 2007:63). Brown and Rutherford (1998:76) refer to Turner (1996) who concluded that heads of department may be reluctant to monitor the teaching of their colleagues.
- Routine administration and crisis management took up much of their time and they had very little time for strategic thinking (Brown *et al.*, 2000:241; Brown & Rutherford, 1998:76).
- Lack of time to monitor and evaluate the quality of teaching and learning is being reported by a number of studies as one of the worst aspects of the position (Dinham, 2007:63; Turner, 2003a:210; Wise & Bush, 1999:194; Brown *et al.*, 2000:241; Brown & Rutherford, 1998:77).
- Heads of department experiences is that the quality of their own teaching suffers (Dinham, 2007:63). Wise and Bush (1999:193) conclude that feelings of “*professional obligation*” to complete work regardless of time required and personal cost is a particular problem for heads of department, who usually have a considerable teaching load with little time allocated to their management role.

Experience in leadership roles as well as the organisational context in which people work, affects the capability and motivation of organisational members (Leithwood & Jantzi, 2008:507). Turner (2003a:42) used four themes to illustrate the distinctiveness of subject departments and how they could have an impact on how heads of department function. Firstly, he refers to Busher and Harris (2000) who distinguishes between different categories of departments which highlights the wide range of subject related contexts in which heads of department work (Turner, 2003a:

42; Turner, 2003b, 215). Distinctions are made between: ‘*federal*’ (e.g. science and humanities, where broadly similar subjects may be grouped together); ‘*confederate*’ (e.g. Services, which contain a loosely knit heterogeneous group of subjects) or ‘*unitary*’ (e.g. English and Mathematics which are single subject fields). Gunter (2001:108) explain that heads of department of single-subject departments has a “*shared disciplinary identity and expertise*” with colleagues in the department, whilst a head of department of a multi-subject department is disconnected from this knowledge base. Secondly, the nature of the subject(s) themselves can influence the ways in which the heads of department performs his or her role. A third theme is that heads of department are usually recruited on the basis of being specialists for the reason that they are well qualified and experienced in their subject. Lastly, the notion of “*subject paradigm*” can be used to understand how a head of department views the subject they teach (Turner, 2003a:43-45).

In the South African situation, the allocation of promotion posts in public schools (deputy-principals and heads of department) do not necessarily correspond with the curriculum offered by the school and therefore can impact on the composition of subject departments in schools. The allocation of educator posts in public schools is based on enrolment numbers. The higher the learner enrolment, the more educators and by implication, more heads of department are allocated to a school. Principals are then expected to allocate heads of department to subject departments according to the needs of the school and the availability of expertise.

Table 2.1 indicates how and when promotion posts are allocated to schools in the Gauteng Province. This policy makes a distinction between combined, primary and secondary schools and it is significant that combined and secondary schools, both of which offer the Further Education and Training (FET) component of the curriculum, have a more favourable allocation of deputy principals and heads of department. This could be ascribed to the additional demands placed on the school management when having to deal with subject choices and the need to offer wider options with regards to the various learning fields. This, however, has a limited effect in small and medium sized schools.

School Type	Deputy Principal		Head of Department								
	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
Combined	12	25	4	6	12	21	28	32	36	40	45
Intermediate	14	29	5	8	14	24	33				
LSEN	10	20	5	10	14	18	23	25	27	29	
Primary	14	29	5	8	14	24	33				
Secondary	12	25	4	6	12	21	28	32	36	40	45
Technical College	12	25	4	6	12	21	28	32	36	40	45

**Table 2.1: Educator Post Establishment and Promotion Policy – Gauteng Department of Education (Source: GDE, Human Resource Management and Development Unit, District Tshwane South, Pretoria).**

The Personnel Administration Measures (PAM), as determined in terms of the Employment of Educators Act (RSA, 1998), prescribe minimum experience required for appointment to promotion posts. This is indicated in Table 2.2.

Post	Minimum Experience (Years)
Principal	7
Deputy principal	5
Head of Department	3

**Table 2.2: Experience required for promotion posts in public schools (Source: RSA, 1998)**

What is noticeable is that no previous experience in a promotion post is required to be appointed as a deputy principal or principal as only teaching experience is considered. Furthermore, for an educator to be appointed as a head of department, only three (3) years teaching experience is required which could mean that such a head of department would have to manage and lead a subject department consisting of more experienced educators.

In the *National Report 2012: The State of Literacy Teaching and Learning in the Foundation Phase* published by the National Education Evaluation and Development Unit (NEEDU) in April 2013 it is argued that heads of department are in a far better position than district officials to provide ongoing support to educators. This report recommends that a rigorous assessment of the competencies required for the position of head of department should be introduced. These competencies should then also serve as baseline competencies for further promotion (NEEDU, 2013:81). This is in contrast to the current policy which only requires heads of department to have a minimum of three years teaching experience (RSA, 1998). This report further acknowledges that one of the most important task of school leaders is to facilitate professional development within the school (NEEDU, 2013:78) and that a division of labour must be established within the school with important tasks and responsibilities defined, planned and allocated to senior members of staff (NEEDU, 2013:72).

## **2.8 CONCLUSION**

Professional development of educators should fundamentally be about educator learning and should result in changes in skills, beliefs and attitudes due to the acquisition of new skills, concepts, appropriate knowledge and processes related to the act of teaching. Professional development can thus be defined as a process in which educators continuously renew, re-invent, and enhance themselves in order to provide relevant teaching so that effective learning can take place.

As the Continuing Professional Teacher Development (CPTD) management system, which will be administered by the South African Council for Educators (SACE), make provision for professional development activities initiated by educators themselves (Type 1) and activities initiated by the school (Type 2), in-school development strategies such as the development of learning communities, mentoring, coaching and integrated development strategies become more significant. The effectiveness of the development appraisal aspect of the Integrated Quality Management System (IQMS), which is aimed at determining strengths and weaknesses and to draw up programmes for individual development, could be enhanced by incorporating aspects of the model proposed by Kuijpers *et al.* Such a model can contribute significantly in assisting educators to determine which self-initiated professional development activities (Type 1 activities) they should engage in. Similarly, schools can utilise

integrated development models to determine which school initiated activities (Type 2 activities) would suit the needs to their educators the best.

It is evident that professional development of educators will be most effective when they are involved in determining which professional development activities they participate in, when they have time to professionally interact with fellow educators, when professional development is sustained over a long period of time and when professional development is concerned with teaching and learning in the specific contexts in which educators operate.

Factors which impact on professional development is educator's learning, educators' commitment to professional development, in-school conditions, the external environment and quality leadership.

Quality leadership is associated with organisational improvement. In the South African situation there is a definite expectation that leadership must be distributed to heads of department as indicated in Performance Standard 9 of the Development Appraisal Instrument as agreed on in Resolution 8 of 2003 of the Education Labour Relations Council (ELRC, 2003a:43). Distributed leadership has a "*leader plus*" aspect, which recognises that leading and managing schools can involve multiple individuals, and a "*practice*" aspect, which implies that the practice of leadership is shared and realised within extended groupings and networks of which some would be formal and others informal. This could be manifested through the work of subject departments.

Heads of department have a major role to play in developing learning centred leadership in schools as they can enable successful change within departments and thus contribute to whole school improvement. Heads of department not only operate in different school contexts, but also in different departmental contexts within schools. Single-subject and multi-subject departments pose different challenges and require different skill sets from heads of department.

The dimension of Continuing Professional Development which is introduced through the National Policy Framework for Teacher Education and Development now require schools to provide for professional development activities (Type 2 activities). It does not replace the Integrated Quality Management System though. Therefore, it must



function in conjunction with the expectations set in the performance standards of the Development Appraisal Instrument of the Integrated Quality Management System (IQMS). In addition, the specific requirement of Performance Standard 9 expects heads of departments to perform a leadership role in professional development together with the principal and deputy principal. It is in this area that there is a gap in the literature.

In the next chapter I present and defend my research methodology and research design used in order to answer the research question of how heads of department professionally develop educators in four selected schools in Gauteng.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.1 INTRODUCTION

In this chapter the methodology and research design is discussed and motivated. An interview as a method of data collection is given attention as this was the primary instrument of data collection. Ethical considerations relevant to the study, as well the procedures followed in the data analysis and interpretation of the data is discussed.

The chapter is concluded with a discussion of the limitations of the study.

#### 3.2 METHODOLOGY

This is a descriptive qualitative study in which content analysis was applied. It aims to gain an understanding of how heads of department develop educators within the organisational context of different schools and departments.

Qualitative research has a number of key features which is relevant to this study. According to Morrison (2012:23) “*the aim is to investigate ‘from the inside’ through a process of verstehen or empathetic understanding*”. In qualitative research it is required to pay attention to detail which provides contexts for description and interpretation. Further, in qualitative research the environment in which the research is embedded must be viewed holistically because the approach is taken that one can only interpret the data if it is understood in a broader educational, social and historical context (Morrison, 2012:24).

As a research method, content analysis enables researchers to study human behaviour in an indirect way through an analysis of their communications, which in the case of this study are interviews. Participants’ beliefs, attitudes, values and ideas are often revealed in their communications, consciously and unconsciously (Fraenkel & Wallen, 2006:483). As a methodology content analysis focuses on the analysis and interpretation of recorded material within its own context (Ary, Jacobs & Razavieh, 2002:27).

Content analysis is widely used in education and one of its purposes is to describe prevailing practices (Ary, Jacobs & Razavieh, 2002:442). Content analysis as a methodology can be used to uncover how different schools handle the same phenomenon, to infer attitudes and values in different schools and subject departments and to gain sense of how heads of department feel about their work (Fraenkel & Wallen, 2006:484). More specifically, content analysis of interviews will enable me to firstly obtain descriptive information about the issue of how heads of department professionally development educators in their departments. The second reason for doing a content analysis of interviews is to obtain information which may be useful in the context of the Type 1 and Type 2 developmental activities as prescribed by the Continuing Professional Teacher Development (CPTD) management system.

### **3.3 RESEARCH DESIGN AND SAMPLING**

Initially this study formed part of a larger research project investigating not only the role of middle managers (heads of department) in the professional development of educators, but also that of the principal and that of mentoring as a professional development strategy. It was envisaged that the data collection would be done in collaboration with two other M.Ed. Leadership candidates. All three students involved in this project contributed to the development of a combined interview schedule, which was to be used by all three students to conduct interviews with principals, two heads of department and two educators at two secondary schools each, one being a fee-paying and one being a non-fee-paying school in the Gauteng Province. Each would only be using data from relevant to his/her study.

Good planning, co-ordination and synchronising of the collection of data were needed for this project to succeed. However, due to circumstances beyond their control, the two fellow students were not able to fully contribute to the data collection process. It was therefore necessary to deviate from the original research design. The result of this 'unbundling' of the original project is that, in this particular study, four sites have now been used to gather the data required.

Because in qualitative research the intent is not to generalise to a population, participants and sites were identified based on people and places which "*can best*

*help us understand our central phenomenon*” (Cresswell, 2012:205). Voss, Tsikriktsis and Frolich (2002:202) explain that sampling involves two actions. In the first place, what can be studied must be clearly defined and must be directly connected to the research questions. Secondly, a sample structure must be established *“to help uncover, confirm, or qualify the basic processes or constructs that underpin the study”*.

Voss *et al* (2002:204) refer to the following tests which are suggested by Miles and Huberman (1996) that need to be applied to a sampling plan:

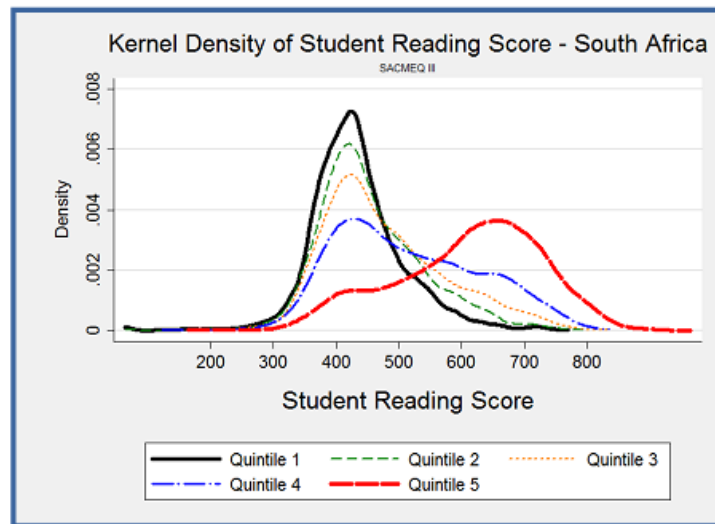
- Is it relevant to the conceptual frame and the research questions?
- Will and can the phenomena being studied, appear?
- Will the sampling plan enhance the possibility to generalise?
- Is the sampling plan feasible?
- Is it ethical with regard to informed consent, potential benefits and risks and relationship with participants?

Because the underlying proposition of this study is that due to differences in school and subject department contexts differences may occur in the way heads of department professionally develop educators in their departments, participants were purposely selected through maximal variation sampling. Therefore individuals and sites were intentionally selected to gather multiple perspectives and in so doing the complexity of the phenomenon being studied is built into the research (Cresswell, 2012:207). Maximal variation sampling is a strategy in which sites and participants are sampled based on differences in some characteristic or trait which need to be identified. Sites and individuals that display various dimensions of that characteristic or trait then need to be found (Cresswell, 2012:208).

Taylor (2008 4) argues that there are massive disparities in performance between schools within the South African system. The definite inequalities in educational performance can be noted most dramatically in Figure 3.1. Fee-paying schools, forming the wealthiest quintile of schools (quintile 5), far outperforms the lower quintiles *“to the extent that one might think that this graph was depicting two educational systems and not one”* (Spaull, 2011:18). It is worth noting the homogeneity amongst the lowest three quintiles that are non-fee paying schools.

Therefore, maximal variation sampling would require that both fee-paying and non fee paying schools be sampled.

In order to achieve maximal variation in participants, heads of department were selected in order to represent single subject (unitary) departments and multi-subject (federal or confederate) departments.



**Figure 3.1: South African SACMEQ III Mathematics scores per quintile (Source: Spaul, 2011:20)**

Number of schools		HODs from single subject departments	HODs from multi-subject departments
Non-fee-paying schools	2	2	2
Fee-paying schools	2	2	2
<b>TOTAL</b>	<b>4</b>	<b>4</b>	<b>4</b>

**Table 3.1: Target population for study**

An objective of qualitative research is to present the complexity of the site or the information provided by the participants. It is therefore typical in qualitative research to study a few individuals. Therefore, for this study, eight heads of department, four from fee-paying and four from non-fee-paying schools were selected. At each school one head of department from a single subject (unitary) department and one from a multi-subject department (federal or confederate departments) were selected. The target population for the study is summarised in Table 3.1.

### **3.4 GAINING ACCESS TO PARTICIPANTS**

The first step in the data gathering process was to gain permission from the Gauteng Department of Education (GDE) to conduct this study. After this permission was granted, the principals of the selected schools were contacted telephonically. The topic of the proposed research was discussed with them, as well as their willingness to participate in the study. The availability of heads of department to participate in the study was also discussed. The signing of an informed consent form was explained.

This step was followed up by an e-mail to the relevant principals to whom the topic, purpose, informed consent form, as well as the ethical considerations was explained. Thereafter appointments were made for the interviews to take place.

No problems were experienced in gaining access to the first three schools. However, due to the very late withdrawal of one school, three other schools needed to be approached in order to gain access to a second non-fee-paying school.

### **3.5 INTERVIEWS**

A semi-structured interview schedule was developed with the assistance of two fellow M.Ed. students. The formulation of questions in the schedule was based on the research question(s) and guided by what emerged from a study of the relevant literature.

According to Cresswell (2012:217), a qualitative interview “*occurs when researchers ask one or more participants general, open ended questions and record their answers*”. The purpose is to find out what is on the participant’s mind and what they feel and think about something (Fraenkel & Wallen, 2006: 455). The participants should be given the opportunity to voice their views and experiences unconstrained by the perspectives of the researcher and prior research findings.

A major advantage of interviews is that they provide useful information when you cannot directly observe the participants. Interviews also permit the participants to share personal information. Face-to-face interviews enable the interviewer to observe visual clues relating to the environment. Body-language can be observed, indicating levels of comfort or discomfort (Coleman, 2012:252). Compared to observations, the interviewer also has better control regarding the type of information received because the interviewer can ask specific questions to extract information (Cresswell, 2012:218). This enabled me to channel the focus to issues relating to the research question and to seek clarification when required.

Disadvantages of the interview may be that the information being provided is '*filtered*' through the views of the interviewers or the participant, and the participant may only be providing information he/she wants the researcher to hear. The mere presence of the interviewer may also affect the responses given (Cresswell, 2012:218).

In order not to place unnecessary time demands on participants, the interview schedule was planned in such a way that interviews should not take more than thirty (30) to forty-five (45) minutes. Furthermore, the appointments with the participants were arranged so that it would not interfere with their professional duties. Participants of three schools were interviewed within a week, whilst the participants of the fourth school were interviewed one month later.

The interviews were recorded and transcriptions of the interviews were sent to the participants to give them an opportunity to add to the answers given in the interview. This also allowed for member checking to be done.

### **3.6 INTERVIEW PROTOCOL**

The interview protocol first included a section in which the following information was provided (Cresswell, 2012:225):

- Purpose of the study;
- Individuals and sources of data being collected;
- What would I be done to protect the confidentiality of the interviewee;
- How long the interview would take.

To understand the situational context in which the schools and the participants find themselves, the second section focused on the following:

Biographical and demographical information of each of the schools including the quintile within which each school falls, the post establishment of each school, the number of learners, the school's total annual income (provided by the state and otherwise), the budgeted amount for staff development and the teaching experience of participants prior to their appointment as a head of department.

The third section of the interview protocol included discussions on the following:

- The understanding of each participant of what '*professional development*' is.
- Each participant's view on what their role in '*staff development*' is.
- Training and the extent of training received to do professional development, and by whom?
- The availability of resources to do professional development of educators.
- How and to what extent are they supported in their role as professional developers of educators?
- To what extent do heads of department perceive themselves as being proactive in the professional development of educators?
- Factors that inhibit effective professional development of educators by heads of department.
- The use and role of subject heads, grade co-ordinators, senior teachers and master teachers to professionally develop educators in their departments.
- Assistance given to and development of beginner educators.
- What participants feel might be lacking in their school in general, as well as specifically in their department, with regard to the professional development of educators.

A copy of the interview protocol is included as Addendum A.

### **3.7 DATA ANALYSIS AND INTERPRETATION**

The data obtained from the interviews as described above, was transcribed, coded, inductively analysed and related to the research question(s).

To facilitate the data analysis process, the data was organised by site, as well as by participant, distinguishing between heads of department of single subject (unitary) and multi-subject (federal or confederate) departments, as well as between fee-paying and non-fee-paying schools.



The transcribing of the data involved the converting of audio recordings and field notes into text data (Cresswell, 2012:239). This was a time consuming and labour intensive process.

Descriptive information, which in this case is the interviews, must be converted into categories. This could be done by predetermining categories before the analysis is done and/or allowing categories to emerge as the researcher becomes familiar with the content (Fraenkel & Wallen, 2006:485). As indicated in the previous section, predetermined categories were defined in the interview questions. These categories are based on prior knowledge gained from the literature study and my own experience.

The data was hand analysed and both manifest content and latent content was coded. Manifest content refers to the obvious, surface content of the data, whilst latent content refers to the meaning underlying what is said (Fraenkel & Wallen, 2006:489). The analysis showed that the predetermined themes could be reduced into the following central themes:

- Organisational structure of the subject departments
- Understanding of professional development
- Training to do professional development
- Professional development strategies used
- Support to do professional development
- Extent to which pro-active in professional development
- Factors inhibiting professional development

These themes represent the thoughts, perceptions, feelings and experiences as expressed by each participant.

### **3.8 ETHICAL CONSIDERATIONS**

As mentioned earlier, the necessary permission was gained from the Gauteng Department of Education. An application for ethical clearance to the Research Ethics Committee at the Faculty of Education of the University of Pretoria was also approved. Various ethical considerations were explained to principals and participants. The principals were requested to supply a list of potential participants (heads of departments) who were then contacted separately and individually to enhance confidentiality.

As interviewing was used as a method of data collection, it was necessary for me to establish a sufficient level of trust to ensure a high level of participant disclosure (Cresswell, 2012:231). Therefore the participating schools and heads of departments were assured and ensured of their anonymity by assigning pseudonyms or numbers to participating schools and heads of department. Participants were also afforded the opportunity to verify the transcripts of the interviews. No information regarding other participating schools and individuals was divulged to participants. This aspect was also made clear in the invitation letter.

All the participants were also assured that they will not be discredited with their principals and that the data will be used for research purposes only. They were reminded that they may withdraw from participating at any time. Furthermore, should it be necessary for any part of the report to be published, the permission of the participants will be sought.

In order for the data collection process not to distract from the day-to-day activities at the schools (Busher & James, 2012:93), interviews and other follow-up visits were arranged at a suitable venue and time as chosen by the participants.

### **3.9 TRUSTWORTHINESS AND CREDIBILITY**

The deliberate strategy to extract data relating to the experiences of participants within their own particular contexts was followed in order to improve the trustworthiness of the results. Respondent checking (Bush, 2012: 83) and member checking (Cresswell, 2012:259) were utilised as a strategy to check the accuracy of the accounts given by the research participants. This required me to return interview transcripts to participants for confirmation and amendment. Furthermore, participants were asked to provide feedback on the accuracy of the report by asking them to comment on the completeness of the report, the accuracy of the themes and whether or not the interpretations were fair and representative.

Careful formulation of questions may contribute to the accuracy of responses and therefore questions were formulated with the assistance of peers (fellow students and researchers). However, one must bear in mind that a researcher can never be totally removed from interpretation and personal experiences when analysing qualitative data (Cresswell, 2012:263).

### **3.10 ADVANTAGES OF THE RESEARCH APPROACH USED**

Content analysis is a very useful way to analyse interview data in that it can be used to describe prevailing practices (Ary, Jacobs & Razavieh, 2002:442). A further important advantage is that the logistics of content analysis are relatively simple and economical. This applies to both time and resources (Fraenkel & Wallen, 206:494). A third advantage is that content analysis allows for replication of the study by other researchers as the data can be returned to if needed (Fraenkel & Wallen, 206:494). A fourth advantage is that content analysis is relatively unobtrusive in the sense that the researcher has a limited impact on what is being investigated (Fraenkel & Wallen, 206:494; Ary, Jacobs & Razavieh, 2002:444).

As this is a study of limited scope, the research approach used in this study suited the intention and purpose of the study. It enabled me to gain insight and a better understanding of the world of the participants in the different situations and contexts in which they operate. The research approach therefore allowed me to take cognisance of the environment in which the research is embedded.

### **3.11 LIMITATIONS OF THE STUDY**

Firstly, the research focused on how heads of department professionally develop educators by relying on their views only. Their actual conduct, activities and performance is not assessed. Secondly, the research does not evaluate the content of professional development programmes, but only focuses on their overall use. Thirdly, heads of department from four secondary schools in Gauteng were sampled.

The findings are based on subjective interactions with a small number of participants and can therefore not be generalised. The research focused on how heads of department professionally develop educators by relying on their views only, only interviews were used as a data collection tool.

### **3.12 SUMMARY**

In this descriptive qualitative study content analysis was applied. The intention is to gain an understanding of how heads of department develop educators within the organisational context of different schools and departments.

The underlying proposition of this study is that differences in school and subject department contexts may result in differences in how heads of department professionally develop educators in their departments. Therefore participants were purposely selected through maximal variation sampling.

A semi-structured interview schedule was developed and the formulation of questions in the schedule was based on the research question(s) and guided by what emerged from a study of the relevant literature. A major advantage of interviews is that they provide useful information when you cannot directly observe the participants. In addition, biographical data of the participants and demographic data of the schools were collected. The data obtained from the interviews as described above, was transcribed, coded, inductively analysed and related to the research question(s). Both manifest content and latent content was coded and grouped into seven central themes.

Relevant ethical considerations were considered and the necessary permission was obtained from the Gauteng Department of Education and the principals of schools.

A small number of participants were involved in the study and can therefore the results cannot be generalised. Other data collection methods, such as observations and the collection of documentary evidence could have added to understanding how heads of department professionally develop educators in their departments.

The next chapter presents the data and a discussion of the findings.

## CHAPTER 4

### PRESENTATION OF DATA AND DISCUSSION OF FINDINGS

#### 4.1 INTRODUCTION

In this chapter the research data is presented in the form of situated and general descriptions based on the responses of each participant. A brief demographic description of each school is provided, as well as a brief biographical sketch of each participant in order to help contextualise each case. This is followed by a more detailed description of the data based on the central themes covered during the interviews. As mentioned in Chapter 3, it emerged that the themes identified in the data were to some extent guided by the questions in the interview schedule. The interviews were based on twelve questions and the responses were grouped into seven central themes and represented the thoughts, perceptions, feelings and experiences as expressed by each participant. These are:

- Organisational structure of the subject departments
- Understanding of professional development
- Training to do professional development
- Professional development strategies used
- Support to do professional development
- Extent to which pro-active in professional development
- Factors inhibiting professional development

A full discussion of the issues raised follows the presentation of the data.

#### 4.2 SCHOOL A: BRIEF DEMOGRAPHIC DESCRIPTION

School A is an Afrikaans medium fee-paying secondary school and the School Governing Body (SGB) has been granted additional powers according to Section 21 of the South African Schools Act. It has an enrolment of 1150 learners. The school has a total budgeted income of R 14 million for 2013 of which the state contributes R600 000. The bulk of the income is derived from school fees (R14 000 per learner). The budgeted amount for staff development is R25 000 for 2013. The school achieved a pass rate of 100% in 2012 National Senior Certificate Examinations.

The total staff allocation is indicated in Table 4.1:

Post description	Employed by the State	Employed by the SGB
Principal	1	
Deputy principals	2	
Heads of Department	8	1
Master and/or Senior Teachers	8	
Post Level 1 educators	28	19
<b>Total</b>	<b>47</b>	<b>20</b>

**Table 4.1: Staff allocation for School A**

#### 4.2.1 HOD 1 – MULTI-SUBJECT DEPARTMENT

- **Biographical sketch and situational description**

HOD 1 has 18 years teaching experience as a head of department and prior to her appointment as a head of department she was a Post level 1 educator for 14 years. She initially qualified by obtaining a B.Sc. degree and a Higher Diploma in Education (HDE). Whilst teaching, she furthered her studies and obtained a post graduate B.Ed. degree, specialising in school management. She recently completed an Advanced Certificate in Education (ACE) through the Mathew Goniwe School of Leadership in which she specialised in educational leadership and management.

HOD 1 is responsible for a large department of 13 educators which can be described as a hybrid between a federal department and a confederate department. Subjects which are included in her department are Mathematics (Grades 8 to 12), Mathematical Literacy (Grades 10 to 12), Information Technology (Grades 10 to 12), Computer Applications Technology (Grades 10 to 12), Visual Arts (Grades 10 to 12) and Arts and Culture (Grades 8 to 9). She herself is responsible for teaching three mathematics classes (one each in Grades 10, 11 and 12) and one Grade 12 Mathematical Literacy class. The

school runs a timetable of 7 periods per day and she teaches four to five periods per day.

- **Organisational structure of the subject department**

Grade leaders or “*voorlopers*” are used in the subjects where more than one educator has been allocated to a grade. Whilst HOD 1 is responsible for Mathematics, subject heads are used to manage the other subjects. She refers to them (grade co-ordinators and subject-heads) as her mini-managers or “*mini-bestuurders*”. Although she is aware that some of the members of her department may have qualified to be official senior or master educators, she is not sure who in the school and her department actually carries this title.

These grade co-ordinators and subject heads are responsible for planning and co-ordinating the subject and grade they are responsible for, as well as performing quality control functions such as moderating test and examination papers and scripts. HOD 1 moderates the work for which the grade co-ordinators and subject heads are responsible. Educators from a neighbouring school are used to assist with the moderation of assessments done in Computer Application Technology and Visual Art as there is only one educator responsible for each of these subjects and HOD 1 does not see herself proficient enough in these subjects to perform this quality control function.

Full departmental meetings are held once per term, whilst the grade groups and smaller subjects in the department meet once per cycle which is every six school days.

- **Understanding of professional development**

HOD 1 sees her role in professional development as developing her departmental members as subject specialists and as managers. It is important to her that some element of professional development is included during each subject and departmental meeting. She believes that each member of her subject department must eventually be proficient in managing a subject. She further believes that aspects such as human management and administration skills need to be given special attention. She motivates her views by pointing

out that she is not proficient in all the subjects in her department and therefore she delegates a large proportion of her management and leadership functions. Furthermore, she just does not have the time to do everything herself.

- **Training to do professional development**

HOD 1 received most of her training to do professional development during her B. Ed. post graduate studies and when she completed the Advanced Certificate in Education course in Educational Management and Leadership. She believes that by obtaining these qualifications she is able even to advise the principal and senior management of the school with regard to staff developmental matters.

The assistance she receives from the Gauteng Department of Education is mainly related to curriculum implementation and administration tasks such as moderation.

- **Professional development strategies used**

On several occasions during the interview HOD 1 mentioned that the members of her department learn from each other. She often used sentences such as:

*“Ek gee hulle kans om te praat en hulle menings en idees oor te gee. Ons leer by mekaar”* (I give them the opportunity to speak and to convey their views and ideas. We learn from each other.)

and

*“Ja, ons help mekaar”* (Yes, we help each other.)

She conducts regular class visits which are linked to the Integrated Quality Management System (IQMS). These visits start in the first term and are followed up with a further visit during the second half of the year.

Leadership abilities of departmental members are developed by inter alia expecting those who have attended courses and workshops to provide



feedback and conduct training during subject and departmental meetings. Emphasis is also placed on planning and co-ordination within the department.

Beginner educators undergo basic orientation which is provided by one of the deputy principals. Inexperienced and novice educators are always allocated classes in a grade together with more experienced and senior educators and are continuously monitored and mentored. Beginner educators receive class visits first. HOD 1 describes their approach to inexperienced educators as follows:

*"Ons probeer hulle grootmaak om ook senior klasse te gee". (We try to educate them to teach senior classes.)*

Fortunately, the smaller subjects in her department (Computer Applications Technology and Visual Arts) are taught by experienced educators.

General management tools such as monitoring educator files, assessment moderation and the completion of checklist forms are used continuously to monitor and to improve areas which are lacking.

HOD 1 believes that the strategies employed by her department to develop educators are successful. She uses the move towards the greater use of technology in which they employ tablets and new software to teach and download lessons onto the internet as an example. Initially it was only she, who made use of this technology, but now other Mathematics educators have come on board and this excites her as it proves that they are not afraid to learn new teaching techniques.

- **Support to do professional development**

HOD 1 believes she receives good support from both senior management and the members of her department. The principal involves her in dealing with issues relating to the department. She mentions that she enjoys it when she is consulted by the colleagues in her department:

*"Wat vir my lekker is, is hulle gesels met my as daar probleme is". (What I enjoy, is that they talk to me when they experience problems.)*

The school has budgeted for professional development activities and educators have never been refused permission to attend courses and workshops, although some of them cost money. According to HOD 1, they prefer to attend courses which are presented by unions, universities and non-governmental organisations as they have more substance and are not as much of a waste of time as those presented by the Gauteng Department of Education. Apart from the availability of the latest technology, no other resources are mentioned.

- **Extent to which he/she is pro-active in professional development**

A large emphasis is placed on planning. This is evident in that inexperienced and beginner educators are allocated classes in such a manner that they are teamed up with more experienced colleagues. This alone requires a certain amount of thought when planning and compiling a timetable for an academic year.

Planning of class visits is done so that beginner educators are visited first so that problem areas can be identified as soon as possible. This occurs during the first term of a year.

An element of professional development is also included in the subject and departmental meetings. These are, however, more focused on micro level planning and co-ordinating functions such as lesson planning and assessment moderation.

- **Factors inhibiting professional development**

HOD 1 mentions availability of time as the single most important factor which inhibits professional development in her department. She herself is heavily involved in the revue productions of the school which consume a vast amount of her time. Most of her departmental members are also involved in extra-mural activities and she often struggles to get everyone together for their subject and departmental meetings. She believes that she manages her time well by prioritising. This may result in professional development activities not being attended to as it may be regarded as a lesser priority at times. This becomes more evident when she says:

“... my eie beplanning verg klaar baie tyd en ek sou graag eintlik nog meer wou doen met die bestuur van die ander ...”. (... my own planning demands much time and I would actually like to do more regarding the management of the others ...)

She wishes that she could have more time to attend to her ‘*other*’ subjects like Visual Arts and Arts and Culture and mentions that the District Facilitator for Arts and Culture once wrote on a report that she must become more informed about the content of the subject and that she replied by saying:

“*Onthou, ek het ses vakke*”. (Remember, I have six subjects.)

This problem led to the feeling being expressed that heads of department of federal and confederate departments, like this one, could be accommodated by possibly reducing their teaching load in order to balance their total work load with that of heads of department unitary departments.

#### 4.2.2 HOD 2 – SINGLE SUBJECT DEPARTMENT

- **Biographical sketch and situational description**

HOD 2 has a total of 22 years teaching experience and has been a head of department for the past 7 years. His initial training included a BA Languages degree and a Higher Diploma in Education (HDE). Whilst teaching he completed a B. Ed. Honours degree specialising in educational leadership.

HOD 2 is responsible for the English department consisting of 8 educators and this department can be described as a typical unitary department. HOD 2 teaches English First Additional Language to Grade 10 to 12 classes during four of the seven periods per day.

- **Organisational structure of the subject department**

HOD 2 has divided his department into two sections. He is responsible for the Further Education and Training Phase (Grades 10 to 12) and makes use of a Deputy-HOD who is responsible for the Senior Phase (Grades 8 and 9). Grade co-ordinators or “*head-teachers*” are appointed for each grade. They are responsible for the lesson planning, compilation of test and examination

papers, assessment moderation and general co-ordination within the grade. HOD 2 is responsible for the monitoring and moderation of the work of the grade 10-12 co-ordinators and his deputy head of department. The deputy head of department performs the same task with respect to the grade co-ordinators in Grades 8 and 9.

- **Understanding of professional development**

HOD 2 firstly views professional development as improving the subject knowledge of the educators in his department. Secondly he believes that there should be a strong human relations aspect to professional development whereby the educators' skills in dealing with learners, colleagues and parents are developed. Conflict management in particular is viewed as important. Thirdly, he mentions that educators must know how to conduct themselves in a professional manner.

HOD 2 believes that his department must continuously force themselves to develop in terms of the use of new technology and teaching materials such as set-work books and that they must guard against finding themselves in a comfort zone. Four members of his department regularly use data projectors and Power Point Presentations. The other educators are not yet able to use this technology and HOD 2 feels that this is also an aspect they should focus on.

He specifically mentions that he has an important role to play in the training of his departmental members to implement the new Curriculum and Assessment Policy Statement (CAPS). He is also utilised by the Gauteng Department of Education to conduct training for the new Curriculum and Assessment Policy Statements (CAPS) in the district.

- **Training to do professional development**

HOD 2 received no formal training to conduct professional development in his department. He relies on what he has learnt from experience and often consults with the deputy principals in this regard.

He also utilises the knowledge gained as a result of him being used as a trainer for the new Curriculum and Assessment Policy Statement (CAPS).

- **Professional development strategies used**

Management tools such as the monitoring of educator files, assessment moderation and the completion of checklist forms are used continuously to monitor and to improve areas which are lacking. Formal departmental meetings are held once per term and educators who have attended workshops, courses or conferences must give feedback to their colleagues during these meetings. HOD 2 however admits that grade co-ordinators do not meet as often as they perhaps should and that often these meetings are very informal.

Class visits are conducted regularly and novice educators are expected to attend the classes of more experienced colleagues during their first three months at school. These inexperienced educators are also linked to more experienced colleagues in what is termed a “*buddy-system*”.

A three to four year development plan is drawn up by HOD 2 for each departmental member and developmental levels are determined for each year. This is done in collaboration with each educator in his department. These levels are primarily aimed at preparing the inexperienced educators to teach Grade 12 classes. Although the Integrated Quality management System (IQMS) as a developmental strategy is not mentioned, HOD 2 believes that coaching and mentoring, together with the class visits and the determining of developmental levels, are valuable strategies to achieve professional development in his department.

Linked to the development plan is that HOD 2 expects all his educators to be markers for the National Senior Certificate Examinations. However, to be eligible to be appointed as markers, educators need to teach Grade 12 classes regularly. He therefore employs a strategy of allowing each beginner educator to start with a class in Grade 10 and to allow this educator to take the class through to Grade 12.

An example of a coaching a technique used by his department is described by him as follows:

*“During the June and November examinations, as a Department we sit together and mark one class of a grade, including Grade 12 papers. It helps with standardisation on the one hand and it helps to train my junior teachers on the other hand”.*

HOD 2 believes that the strategies employed in his department give the educators in his department much more confidence. He links this confidence to better class control. In terms of their improvement he states:

*“Every time that I visit them, I can see that there is an improvement in the things we have worked on... I can see the improvement”.*

- **Support to do professional development**

HOD 2 mentions that they are strongly motivated by the one deputy principal who constantly encourages them to look at the improvement of teaching and learning. The other deputy principal is responsible for the orientation training for new and beginner educators and she insists that educators attend workshops and training courses.

A budget is available for professional development and the expectation of senior management is that educators attend at least two workshops, conferences or courses per year, conducted by either the Gauteng Department of Education or other agencies. Attendance of these workshops, courses and conferences is monitored by one of the deputy principals.

- **Extent to which he/she is pro-active in professional development**

When questioned to what extent they are pro-active with regards to professional development, HOD 2 replied:

*I don't believe we have a choice, but to be pro-active... I have a plan for each teacher”.*

He supports this statement by saying that only two members of his department are yet to teach Grade 12s. As mentioned earlier, a three to four year development plan is drawn up for each departmental member aimed at preparing the inexperienced educators to teach Grade 12 classes.

This department has a policy that beginner educators are not limited to teach Grade 8 and 9 classes only, but the teaching load of junior classes is shared among the whole department. This has a dual purpose in that the junior learners are also exposed to the more experienced educators, whilst the more experienced educators are also kept on their toes regarding the needs of the junior classes.

- **Factors inhibiting professional development**

The availability of time is also regarded by HOD 2 as the biggest stumbling block to do professional development. He explains as follows:

*“Time! Time, time and time. There is very little time because of our school programme, our academic programme, the marking we have to do, the extra-murals after school. I personally have two sports I have to coach after school and you are expected to, to get the results.”*

He regards the difficulty in arranging a time which suits all as a major challenge and mentions that he struggles to have a follow-up meeting after he has conducted a class visit.

#### **4.3 SCHOOL B: BRIEF DEMOGRAPHIC DESCRIPTION**

School B is an Afrikaans and English medium fee-paying school and the School Governing Body (SGB) has been granted additional powers according to Section 21 of the South African Schools Act. It has an enrolment of 1 039 learners. The total staff allocation is indicated in Table 4.2.

The school has a total budgeted income of R8 544 000 for 2013 of which the state contributes R440 000. The bulk of the income is derived from school fees (R7 800 per learner). The School Governing Body (SGB) does not contribute to additional fundraising, although a grant of R180 000, 00 was received from the National

Lotteries Distribution Fund (NLTFD) to upgrade sports facilities. The budgeted amount for staff development is R100 000 for 2013. The school achieved a pass rate of 96, 8% in the 2012 National Senior Certificate Examinations.

<b>Post description</b>	<b>Employed by the State</b>	<b>Employed by the SGB</b>
Principal	1	
Deputy principals	2	
Heads of Department	8	1
Master and/or Senior Teachers	0	0
Post Level 1 educators	30	0
<b>Total</b>	<b>41</b>	<b>1</b>

**Table 4.2: Staff allocation for School B**

#### **4.3.1 HOD 3 – MULTI-SUBJECT DEPARTMENT**

- **Biographical sketch and situational description**

HOD 3 has been a head of department for 20 years and has a total of 28 years teaching experience. She has a four year Higher Diploma in Education (HDE) and later, whilst teaching, completed a Further Diploma in Science Teaching.

HOD 3 is responsible for the Physical Science Department which consists of 6 educators. Apart from Physical Science (Grades 10 to 12), other subjects which fall into this department are Geography (Grades 10 to 12), History (Grades 10 to 12) and Human and Social Sciences (Grades 8 and 9). Responsibility for Natural Science (Grades 8 and 9) is shared between the Physical Science Department and the Life Sciences Department which has its own head of department.. HOD 3 is only responsible for the Physical Science component of Natural Science, whilst the Life Science component falls under the Life Sciences Department.

HOD 3 is the only educator who teaches Physical Science to Grade 11 and 12 learners and she teaches for 7 out of 8 periods per day.



- **Organisational structure of the subject department**

The structure of this department is organised according to the subjects in the department. Every subject is managed by a subject head and HOD 3 relies heavily on the subject heads of Geography and History to manage those two subjects and Human and Social Sciences. She refers to these subjects as her “*stiefkinders*” or step children.

- **Understanding of professional development**

HOD 3 regards professional development as keeping up to date with the latest developments in education and sees it as her responsibility to make the members of her department aware of these developments. She also sees her role as one of providing emotional support to especially the younger members of her department.

- **Training to do professional development**

HOD 3 received no formal training to conduct professional development and she states that she has also never received any guidelines with regard to professional development.

- **Professional development strategies used**

Formal departmental meetings are held once per term, whilst informal subject meetings are held every cycle which is every seven school days. These meetings are regarded as containing an element of professional development.

Mentorship as a developmental strategy is used to some extent in that HOD 3 allocated this function to the most experienced Natural Science educator. This educator, however, has only three years teaching experience and therefore she is not yet entrusted with moderation of assessments. The mentorship role carried out by HOD 3 is limited to assisting the other Physical Science educator to prepare for the practical lessons in which experiments are done.

The school has recently made a strategic decision to increase the use of electronic media and educators are sent on a course to learn to use the internet in their teaching.

- **Support to do professional development**

HOD 3 expressed dissatisfaction with the support she receives from senior management of the school:

*“Ek voel ek kry nie genoeg ondersteuning nie”. (I feel I do not receive enough support.)*

She mentions that when she discussed issues regarding the Grade 8 and 9 classes with the senior management of the school, she received the following answer:

*”Maar dis jou departement. Jy moet opleiding doen. Volgende jaar is daardie kinders jou probleem”. (But that is your department. You must do the training. Next year those children are your problem.)*

The negative sentiments of HOD 3 are further strengthened by the following statement:

*“Ek weet nie, ek voel net, omdat ons eerlik praat kan ek vir jou sê ek voel dat Wiskunde word voorgetrek, want Wiskunde kry net die beste, en Wetenskap kry maar net wat kom”. (I do not know, I just feel, because we are talking honestly, I can tell you that Mathematics receives preferential treatment, and Science just receives what comes along.)*

She receives most of her support from the Subject Facilitators at the district for which she has a high regard.

There is some financial assistance and every subject department has an allocated budget which they can utilise for professional development activities depending on the school’s cash flow situation.

Staff meetings are scheduled for every Tuesday afternoon and at least two Tuesdays per month are spent on issues relating to professional development.

- **Extent to which he/she is pro-active in professional development**

In grades where more than one educator is required to teach a subject, experienced educators are teamed up with the inexperienced and novice educators. This is however mainly applicable to the Grade 8 and 9 classes, as the subjects in senior grades are mainly taught by one educator per grade.

- **Factors inhibiting professional development**

According to HOD 3, the biggest impediment to professional development in her department is the appointment of educators who are not qualified to teach Science. Here the issue is mainly educators who are trained to teach Social Sciences who are used to teach Natural Sciences in Grades 8 and 9. She also mentions that the colleague teaching Physical Science to the Grade 10 classes is qualified to teach Mathematics only and not Physical Science. HOD 3 is the only person qualified to teach Physical Science and this places additional strain on her. This may be the cause for the negative sentiments expressed by her as explained earlier.

HOD 3 also believes that the allocation of the Social Sciences subjects to her department is a further obstacle as she knows nothing about them. She explains by asking how she can be expected to moderate a subject about which she knows nothing.

She has never received any guidelines with regard to professional development and believes that this aspect needs attention.

#### **4.3.2 HOD 4 – SINGLE SUBJECT DEPARTMENT**

- **Biographical sketch and situational description**

HOD 4 has a total of 33 years teaching experience and has been a head of department for the past 10 years. She has a BA Languages degree and a Higher Diploma in Education (HDE)

HOD 4 is responsible for the English department consisting of seven educators catering for both English Home Language and English First Additional Language. HOD 4 teaches English Home Language to Grade 9

classes and English First Additional Language to Grade 12 classes. She teaches six to seven periods out of eight periods per day.

- **Organisational structure of the subject department**

HOD 4 makes use of an experienced colleague to manage the Senior Phase section (Grades 8 and 9) of the department, whilst she herself takes responsibility for the Further Education and Training phase (Grades 10 to 12). Grade co-ordinators are also appointed to co-ordinate aspects relating to teaching, assessment and moderation.

Formal subject meetings are held twice per term. These meetings are supplemented with informal meetings when the need arises.

- **Understanding of professional development**

HOD 4 regards professional development as *“tools given to educators to expand their knowledge and to be better at their jobs”*. She believes that it is something that needs to be incorporated in subject meetings in order to coach.

She also believes that professional development implies that educators have to learn from each other. She explains as follows:

*“One of the tasks of the head of department is to do professional development with all the educators that fall under them .... So you can also expand their horizons, teach them, but also learn from them because there are many things those young teachers can actually teach me even if I have been teaching for 33 years”*.

- **Training to do professional development**

HOD 4 received no formal training to conduct professional development and she relies heavily on experience and how she experienced working under HODs whilst a Post Level 1 educator. She does, however, mention that she was afforded the opportunity to attend a training course arranged by the South African Teachers' Union (Suid-Afrikaanse Onderwysersunie - SAOU) which was aimed at newly appointed deputy principals. Although this course

helped with her own professional development, it did not actually equip her to develop the colleagues in her department.

- **Professional development strategies used**

When asked what professional development strategies they employ, HOD 4 answered:

*“It is very difficult to say what exactly. ... you ask what they need, ... where they feel they need extra help and extra training, and we take it from there”.*

Apart from utilising one of her departmental members to train the rest of her department in the use of data projectors and laptop computers, most of the professional development activities take place during subject meetings.

The potential value of inputs made by more experienced educators is recognised, especially when there is a need to train inexperienced and novice educators.

- **Support to do professional development**

Apart from receiving a monetary allocation for her department in the budget, no other support seems to be forthcoming. This is evident when HOD 4 says:

*“A person does not really know where to start and how to go about it....., there is nobody that actually gives you background, so it is difficult”.*

She explains further by saying:

*“We have meetings with the principal. And there are certain matters that are discussed. But I do not think it is really the kind of support a person needs to get. I think it is just a case of the people perhaps do not have the know-how to tell you”.*

A similar sentiment is expressed with regard to support from the District Office:

*“They have all these meetings, especially in our district. I am afraid with many of them they could have just written you the information that you needed to have and needn’t to have gone there, because, as I said, they are really not much help”.*

- **Extent to which he/she is pro-active in professional development**

Although it happens in an unplanned manner, this department does attempt to assist the lesser experienced educators by expecting their more experienced colleagues to assist them.

HOD 4 is the tutor for newly appointed staff. This role is for the whole school and not only applicable to her department. This function is limited in that support is provided regarding general school administrative matters and is not subject specific.

- **Factors inhibiting professional development**

HOD 4 acknowledges her lack of know-how with regards to professional development. She explains by saying that she does not know exactly what is expected and what the different issues are which she must address in her department. This she explained as follows:

*“It is very difficult because you are sort of floundering, you know, grabbing in the air and you are sitting with nothing in the end. You don’t really know how to go about it and what is expected of you. I mean, it is given as part of your job description as an HOD. Look, I mean that is where it basically stops, you know...”*

She suggests that all the heads of department in the school undergo a training programme to specifically train them to do professional development.

#### **4.4 SCHOOL C: BRIEF DEMOGRAPHIC DESCRIPTION**

School C is a non-fee-paying school and the School governing Body (SGB) has been granted some additional powers according to Section 21 of the South African Schools Act. It has an enrolment of 392 learners. The School governing Body (SGB) does not contribute to additional fundraising at all.

The school has a total budgeted income of approximately R500 000 of which the state contributes 100%. There is no budget for the professional development of staff and they are very reliant on the District Office to assist them with professional development initiatives.

One peculiarity is that although this school is an English medium school, English is only offered at a First Additional Language level. The languages offered at Home Language level are IsiZulu, Setswana and Sepedi. The school achieved a pass rate of 81,1 % in the 2012 National Senior Certificate Examinations.

School C's staff allocation is indicated in Table 4.3:

<b>Post description</b>	<b>Employed by the State</b>	<b>Employed by the SGB</b>
Principal	1	
Deputy principals	2	
Heads of Department	3	0
Master and/or Senior Teachers	3	0
Post Level 1 educators	14	0
<b>Total</b>	<b>23</b>	<b>0</b>

**Table 4.3: Staff allocation for School C**

#### **4.4.1 HOD 5 – MULTI-SUBJECT DEPARTMENT**

- **Biographical sketch and situational description**

HOD 5 has been a head of department for the past 3 years and taught for 27 years before being promoted. He has a 4-year Diploma in Secondary Education. HOD 5 is responsible for the Science Department, which includes Physical Science (Grades 10 to 12), Natural Science (Grades 8 and 9) and Mathematics, (Grades 8 to 12). His department consists of 6 educators. HOD 5 teaches Physical Science to all the Grade 11 and 12 classes and he teaches seven periods out of eight periods per day.

- **Organisational structure of the subject department**

The structure of this department is a very simple one in that HOD 5 does not make use of subject heads or grade co-ordinators. He explains as follows:

*“We don’t have grade co-ordinators and we also don’t have subject heads. I also don’t have Senior Teachers in my department. Everything is done by me... I actually do all the work myself”.*

Departmental meetings are held twice per term.

- **Understanding of professional development**

HOD 5 perceives professional development as development which expands subject knowledge, improves teaching and facilitates interaction between educators. He further perceives his role in professional development as a motivational one in that he must encourage educators to continually upgrade their teaching proficiency.

- **Training to do professional development**

HOD 5 relies solely on role models he had as a Post Level 1 educator and what he has learnt through experience in conducting professional development within his department. He has received no training and regarding training by the Gauteng Department of Education he states:

*“They talk about it, the district facilitators, but like actually doing it to me to teach others, I never received any. ... not much has been done by the Department in developing me to develop teachers professionally”.*

- **Professional development strategies used**

As a rule professional development is done during the departmental meetings. Class visits are also done and when some shortcomings are identified, he discusses them with the relevant educator. HOD 5 also comments that it is very rare for educators to seek assistance from him even though he invites them to do so. He does not ask them whether they need assistance because:



*“... they feel that you are undermining them and that you look at them as if they are under-qualified to do their job ... So I always say to them: 'My door is open, you can always come' ”.*

One area where he does manage to assist the educators in his department is in the use of computers. They often approach him for assistance and he then assists them in the school's computer laboratory which was established by Gauteng Online.

He also mentions workshops organised by the Gauteng Department of Education. He depicts the purpose of these workshops as:

*“... to share our experiences, learn from each other and to equip ourselves so that when we face these learners we have confidence in teaching the subject as we are supposed to do”.*

- **Support to do professional development**

In terms of support, HOD 5 relies mostly on the assistance of district facilitators who visit the school from time to time. He receives no assistance from the senior management of the school, but seems to not value their assistance in any event. This is evident when he says:

*“I mean I am head of department of Mathematics and Science. And my principal is not a Mathematics person. He can tell me about some of the management issues, but when it comes to running the Science and Mathematics Department, I don't think he is qualified to do that”.*

The school does not budget for any professional development activities.

- **Extent to which he/she is pro-active in professional development**

Although HOD 5 states that he is pro-active with regards to professional development in his department, he contradicts himself when he says that he responds only when they seek assistance from him. Attempts are, however, made to induct the newly appointed educators in the department, but this is

mainly to familiarise the newcomers with administrative procedures and aspects relating to learner discipline.

- **Factors inhibiting professional development**

Lack of motivation is regarded as the most important factor inhibiting the professional development of educators because they “*are not so eager in saying that they are lacking*”. He expands by saying:

*“And if you try to help them, they will look at you as if you are inspecting or following them and you want to find fault. It is all a case of making teachers understand that professional development will help them more than anything else. I don’t know whether it is about me or about them, but it is about everybody opening up and having an open mind to this professional development so that we all grow”.*

#### **4.4.2 HOD 6 – SINGLE SUBJECT DEPARTMENT**

- **Biographical sketch and situational description**

HOD 6 has 13 years teaching experience as a head of department and prior to her appointment as a head of department she was a Post Level 1 educator for 17 years. She has a BA degree, a Higher Diploma in Education (HDE), a Diploma in Information Science and a Further Diploma in Language Teaching. She also oversees the educators who teach Sepedi Home Language, Setswana Home Language and isiZulu Home Language. This department should therefore be classified as a federal department, but because there are only three heads of department in this school and because English First Additional Language is taught to the whole school, HOD 6 is discussed under the category of a unitary department.

This department has eight educators and HOD 6 teaches English First Additional Language to grades 11 and 12 for 7 out of eight periods per day.

- **Organisational structure of the subject department**

This department is centralised in that HOD 6 manages everything related to English Home Language by herself and none of the management tasks are delegated to grade co-ordinators. She does, however, receive assistance from one of the educators teaching the African Languages to manage the African Language component in her department.

The reason for her not delegating responsibility to other departmental members she explains as follows:

*“But these people will tell you no, no, that is not my work to co-ordinate or to help you. So it is as if they are doing me a favour by helping me. So it solely rests with me as head of department”.*

Departmental meetings are held every two weeks.

- **Understanding of professional development**

HOD 6 views professional development as developing aspects related to the teaching of their subject. She sees herself as the leader in the department and describes her role as follows:

*“I have to show them the little light they are looking for. I need to make sure that at all times they feel at ease so that they can perform to their utmost”.*

She also refers to the role she plays regarding inexperienced and novice educators by stating the following:

*“...teachers these days are being micro-waved ....we are expected to oven-bake them”.*

- **Training to do professional department**

HOD 6 has not received any formal training to do professional development. She relies heavily on the exposure she gets from the courses and workshops arranged by district officials of the Gauteng Department of Education. Although these courses are mainly aimed at introducing new developments with regard to curriculum implementation, she improvises in order to use these as staff development opportunities. She explains:

*“You take that training and coin it to be something that will go down people’s throats”.*

- **Professional development strategies used**

Departmental meetings are regarded as the backbone of the staff development effort in this department. These meetings are used to do all the relevant micro planning and to discuss issues of relevance. HOD 6 makes reference to all the curriculum changes they have experienced and says that *“CAPS is the main issue of the day”* and *“that it is frustrating everybody”*.

She believes that team marking of test and examination scripts, apart from sharing the workload among the department, serves as a developmental activity as it contributes to the improvement of the assessment skills of the whole department.

Giving demonstration lessons is a developmental strategy she believes she excels in. By offering to teach some of the lessons for other educators, she not only gains some access to their classes, but the educators are more inclined to enter into discussions with her. She also utilises this strategy to make sure that less popular sections of the curriculum, such as poetry, are taught properly.

They do implement an induction programme to assist the new staff members. This programme runs for a few days at the start of each year.

HOD 6 believes that these developmental strategies are effective because *“we have never been at loggerheads with the district officials”*.

- **Support to do professional development**

The support received from the senior management is regarded as minimal. HOD 6 describes their involvement as follows:

*“They never interfere, they never meddle. Help is minimal, help is minimal, sir”.*

Reference is made to *“disks”* which are distributed by the Gauteng Department of Education which contain all the information related to the new

Curriculum and Assessment Policy Statement (CAPS) curriculum. According to HOD 6, she is fortunate in that all the members of the department are computer literate and are able to use the CD disks.

The school does not budget for any professional development activities.

- **Extent to which he/she is pro-active in professional development**

HOD 6 says that she is pro-active with regard to professional development, but in the same breath expresses her pride in that when she is not at school, the department will not function properly. This is evident when she says:

*“The educators who work with me will be frustrated if I were to tell them that I will not be around for two weeks. They don’t only see me as a head of department – it is a sister, a mother, whatever, depending on what they want me to be. They will say to you: ‘Our pillar of strength is not here’”.*

- **Factors inhibiting professional development**

Lack of motivation is regarded as the most important factor inhibiting the professional development of educators and it is linked to the school’s shortage of funds and because they serve a disadvantaged community.

A further inhibiting factor mentioned is the so-called “*micro-waved*” beginner educators. The frustration she experiences with these beginner educators is linked to a lack of classroom management skills and disciplinary issues and is expressed as follows:

*“So you can imagine, we start afresh, planning, doing whatever, you go to class with them. At times it is an uphill battle. After two days you go to their class, you find the teacher sitting down, just sitting, minding her own business, learners running around, making a lot of noise. You ask; ‘Mam, what is happening?’ She says: ‘What can I do to them? What can I do to them?’”*

HOD 6 feels isolated and expresses a need to network and interact with other educators and “*people who are more knowledgeable in educational matters*”. She expands on this need as follows:

*“I would not mind to have somebody from your school, sir. A HOD from your school or a Deputy from your school, coming here for an afternoon, coming to sit with us, talking to us, telling us: ‘Here, you see, at our school we do that ...’ I feel useless, that is what I can tell you, I feel useless.”*

#### 4.5 SCHOOL D: BRIEF DEMOGRAPHIC DESCRIPTION

School D has a learner enrolment of 854 learners. It is a non-fee-paying school and the School Governing Body (SGB) has been granted some additional powers according to Section 21 of the South African Schools Act. The school is largely reliant on the allocation of the R852 000 it receives from the Gauteng Department of Education. Additional fundraising projects earn a minimal amount which varies between R1000 and R2000 annually. Although this school has a relatively small budget, an amount of R10 000 is allocated in the budget for staff development. School D achieved a pass rate of 57,9% in the 2012 National Senior Certificate Examinations. School D’s staff allocation is indicated in Table 4.4.

Post description	Employed by the State	Employed by the SGB
Principal	1	
Deputy principals	2	
Heads of Department	3	0
Master and/or Senior Teachers	3	0
Post level 1 educators	14	0
<b>Total</b>	<b>23</b>	<b>0</b>

**Table 4.4: Staff allocation for School D**

##### 4.5.1 HOD 7 – MULTI-SUBJECT DEPARTMENT

- **Biographical sketch and situational description**

HOD 7 has fifteen years teaching experience as a Post Level 1 educator and has been acting as a head of department for five months. She initially qualified herself by obtaining a Junior Primary Teachers Diploma. During her career she upgraded her qualifications by completing an Advanced Certificate in Mathematics (ACE) and she has completed three modules of a B. Ed Honours degree in education management.

There are ten educators allocated to this department. The subjects that are included in this department are Mathematics (Grades 8 to 12), Mathematical Literacy (Grades 10 to 12), Physical Science (Grades 10 to 12), Life Sciences (Grades 10 to 12), Natural Science (Grades 8 and 9) and Technology (Grades 8 and 9).

The school has six periods per day of which HOD 7 teaches five. She teaches Mathematics to Grade 8 classes and Mathematical Literacy to Grade 10 to 12 classes.

- **Organisational structure of the subject department**

This department has subject heads that co-ordinate aspects such as the planning of the day-to-day teaching and tasks relating to assessment such as compiling test and examination papers and moderation. Experienced educators in the various subjects are appointed to perform this function. One of these experienced educators is the one deputy principal who forms part of this department. The only exception here is the Physical Science educator who is the only one who teaches Physical Science to all the Grade 10 to 12 learners who take Physical Science. Arrangements are made that he works hand in hand with a neighbouring school.

Departmental and subject meetings are held once per cycle which is every seven school days. A specific period is allocated in the school's timetable for this purpose.

- **Understanding of professional development**

HOD 7 understands professional development as the development of educators in order to better impart knowledge to the learners. From her own perspective, she believes that professional development must make her more knowledgeable to lead her department. She expands on this point by saying:

*“I must have more information so that I can be able to lead others as well and know some of the things that a head of department is supposed to know”.*

- **Training to do professional development**

HOD 7 receives continuous training to do professional development through the implementation of the Integrated Quality Management System (IQMS) by senior management. This training is provided by the one deputy principal who is currently acting as principal. HOD 7 describes the deputy principal’s input as follows:

*“She is the one who is supplying us with the material and she is the one who is running the training. She uses those instruments, especially when coming to monitoring that we are doing the correct thing. She has an instrument and she will use it”.*

The former principal also played a significant role and he always encouraged the educators to support the deputy principal's developmental initiatives.

- **Professional development strategies used**

The Integrated Quality Management System (IQMS) plays a central role in the professional development activities in the department. Class visits are made regularly and these visits are always linked to the Integrated Quality Management System (IQMS). Educators are expected to have their own personal development plans and improvements are monitored.

Beginner educators are placed on an orientation programme (*“We orientate them like Grade 8s”*) and they are mentored for six to seven months during their first year of teaching.



Departmental meetings are also regarded as an important professional development tool and they are held once per 7-day cycle.

- **Support to do professional development**

The senior management of the school is very supportive and drives the professional development initiatives at the school. Meetings are scheduled for the whole staff every Tuesday afternoon and at least two Tuesdays per month are spent on issues relating professional development.

Support by the Gauteng Department of Education is minimal. In the words of HOD 7:

*" They do give us support, but not much".*

Although the school does have a budget for professional development, no funds are made available to heads of department and are controlled by the senior management of the school.

- **Extent to which he/she is pro-active in professional development**

HOD 7 is unsure about whether they are pro-active regarding professional development. She relates this aspect to the Integrated Quality management System (IQMS) and its instruments and that this plays a central role in their developmental efforts.

The mentoring of beginner educators suggests that they acknowledge that beginner educators require support.

Her use of more experienced educators in the management of subjects in her department also indicates that there is an element of pro-activeness in their planning.

- **Factors inhibiting professional development**

HOD 7 is of the opinion that apart from their financial constraints, nothing is inhibiting professional development at their school. She does mention that the workshops arranged by the District Office have an element of inconvenience in that they are usually organised at venues which are far away from their

school and that they experience problems in arriving on time and usually return quite late in the early evening.

The need is expressed to receive people from outside the school who are experts in various educational matters from whom they can learn. She explains:

*“If we can get the expertise to assist us, I think our department can go far. There are a lot of hard workers in the department”.*

#### **4.5.2 HOD 8 – SINGLE SUBJECT DEPARTMENT**

- **Biographical sketch and situational description**

HOD 8 is close to retirement and has 24 years teaching experience as a head of department. She is well qualified. She initially qualified by obtaining a BA degree, followed by a Post Graduate Certificate in Education (PGCE). She later enrolled for and completed a BA Ed degree. She is responsible for the Life Orientation Department and has eight educators who fall under her. HOD 8 is responsible for teaching Life Orientation to Grade 11 and 12 learners for five out of the six periods per day.

- **Organisational structure of the subject department**

Grade co-ordinators are utilised in every Grade. HOD 8 is herself responsible for co-ordinating Grades 11 and 12 and she utilises experienced educators to co-ordinate the other grades. Responsibilities include tasks such as assessment moderation and lesson planning. She finds that involving these experienced educators is beneficial to the department. She substantiates by saying:

*“I must say, they are very helpful. You know, I have been doing all the work myself. They are doing that now. Yes, they are doing that now”.*

- **Understanding of professional development**

Professional development is understood as *“helping educators to function properly”*. She believes she is playing a vital role as most of the educators

who join her department are not trained to teach Life Orientation and do not really grasp what Life Orientation is really about. She also shares most of the members of her department with other departments. Life Orientation is therefore not their primary interest.

- **Training to do professional development**

The integrated Quality Management System (IQMS) is mentioned specifically as a strategy used for the professional development of educators and in which they are trained well.

HOD 8 also mentions that after being appointed a head of department, she received a certificate after completing a course in doing professional development. This course was presented by the previous Department of Education and Training (DET).

- **Professional development strategies used**

The Integrated Quality Management System (IQMS) is viewed as the mainstay of the professional development activities in this department. Although some educators are only involved because of the 1% salary increase which is available, HOD 8 believes it is an important tool for her to use. She explains:

*“I think it is good because we can go there as a HOD and, together with a peer, help develop a particular educator in a particular area of the subject”.*

Workshops are also internally arranged. These are, however, perceived as having limited value because they are internal affairs and do not bring stimulation from outside the school.

HOD 8 has a particular challenge with beginner educators as they are not usually trained to teach Life Orientation. They require a fair amount of coaching. She describes the way she deals with them as follows.

*“I usually take time with them in the afternoon. I make it a point that I sit down with the person, showing a person from scratch ... Like I*

*said, most of them don't even know. So you sit down, you actually workshop the person. Orientate the person with books and work schedules and all. That is what is expected of you. This is how we do things in this department".*

- **Support to do professional development**

HOD 8 believes she receives much support regarding professional development from the educators in her department, fellow heads of department and the senior management of the school. She specifically refers to the deputy who is acting as principal and describes her as “a *pro in IQMS*”. It is also mentioned that this lady is very good at arranging experts from outside the school to assist them.

Support from district officials is described as minimal and she has to take the initiative if she is in need of assistance. In this regard, the following is said:

*“They do help. They visit only once. But whenever they come, they say that they are satisfied with what I am doing. I have good reports, very good reports”.*

- **Extent to which he/she is pro-active in professional development**

HOD 8 explains her approach to being pro-active as follows:

*“I plan with my team. We come together and always have meetings once per cycle where everybody says how we can improve the department”.*

- **Factors inhibiting professional development**

Apart from a lack of finances, HOD 8 mentions the high staff turnover in her department as the biggest obstacle to professional development. As mentioned earlier, this high turnover is due to educators being used who are not trained to teach Life Orientation and have other subjects as their primary subject and who are inclined to favour those subjects. She expresses her frustration in the following manner:

*“Almost every year I get new educators and then I have to start from scratch to familiarise them with the subject and how to handle the subject”.*

She continues by saying:

*“Life Orientation is never taken seriously... We have struggled up to now to make people accept it as a subject”.*

## **4.6 DISCUSSION OF FINDINGS**

### **4.6.1 ORGANISATIONAL STRUCTURE OF SUBJECT DEPARTMENTS**

The data revealed that variations occur in the ways in which subject departments are organised and that the situational and organisational context in which they operate, contribute to these variations. It appears that heads of department structure their departments according to their needs and the availability of expertise. Only in School B is there evidence of the principal becoming involved in determining the organisational structure of a department.

Although there is evidence that distributed leadership is manifested to some extent in all the subject departments, it is particularly discernible in the subject departments of School A and School D. It is noteworthy that in both these schools the heads of department reported considerable support by the senior management of their schools who create conditions in which professional development can take place. Distributed leadership is least evident in School B and School C. Significantly, the heads of departments of these two schools also reported a low level of support by senior management. HOD 5 (School C) reported the following:

*“Everything is done by myself ... I actually do all the work myself”.*

In the same school HOD 6 declares that:

*“The educators who work with me will be frustrated if I were to tell them that I will not be around for two weeks”.*

Single subject departments are organised according to grades or phases (Senior Phase and Further Education and Training Phase) with grade and/or phase coordinators assisting the head of department. Multi-subject departments are

organised along subject lines with subject being allocated to subject heads. The exception was School C where the two heads of department performed the bulk of the tasks themselves and no significant attempt was made to distribute management and leadership tasks and no organisational structure within their departments were discernible..

The organisational structure of multi-subject departments varied the most. This can be ascribed to the wide range of subjects allocated to them. For example, HOD 1 (School A) who teaches Mathematics, is also responsible for Visual Arts and Arts and Culture and HOD 3 (School B), who is a Physical Science educator, is also responsible for a subject like History. This inconsistency of subject allocation is most probably the result of the number of head of department posts allocated to schools and the unavailability of anybody else who can be entrusted with the responsibility to manage these subjects. This creates the potential for sticky situations such as expressed by HOD A when referring to a report received from the District Facilitator that she must become more informed about the content of her subject.

The data suggests that unitary departments vary the least in organisational structure. This could be due to these departments being homogeneous in nature and having similar requirements.

The two fee-paying schools achieved better results in the 2012 National Senior Certificate Examinations and no discernible link between Grade 12 learner achievement and professional development or distributed leadership emerged in these schools.

#### **4.6.2 UNDERSTANDING OF PROFESSIONAL DEVELOPMENT**

Understanding of professional development varied greatly, but generally the participants' understanding of professional development included some aspects of the definition of professional development as conceptualised in Chapter 2 and incorporated views that professional development should result in the acquisition of new skills, concepts, appropriate knowledge and processes related to the act of teaching. Aspects such as pastoral care, giving direction to staff and the building of commitment and confidence relates to the descriptors as contained in Performance

Standard 9 of the Development Appraisal Instrument used in the Integrated Quality Management System (IQMS).

Aspects that came to the fore the most were: Professional development is learning from each other, professional development is improving teaching practice, professional development is improving subject knowledge, and professional development is enhancing the use of technology in teaching and keeping up to date with the latest developments in education. The main aspects as expressed by the participants are indicated in Figure 4.5.

<b>Views on PROFESSIONAL DEVELOPMENT</b>	<b>Participants</b>
Learning from each other	HODs 1, 4, 5 and 6
Development of IT skills in teaching	HODs 1, 2, 3 and 4
Improvement of teaching practice	HODs 1, 2, 5 and 7
Improvement of subject knowledge	HODs 1, 2 and 5
Professional development on new developments in education	HODs 1, 2 and 3
Development of human relation skills	HODs 1 and 5
Development of management skills	HODs 1 and 7
Motivation	HOD 5
Assistance given to inexperienced educators	HOD 6
Administrative skills	HOD1
Emotional support	HOD 3
Introducing the subject	HOD 8
Vague / unclear	HODs 4 and 6

**Table 4.5: Participants' understanding of professional development**

The two participants from School A have a similar understanding of professional development, whilst variations occur in the understanding of professional development among the participants of each of the other three schools. These variations in the understanding of professional development could be ascribed to the differences in the situational context in which each head of department is operating. An example would be HOD 3 (School B), who views emotional support as an aspect

of professional development. This could be ascribed to her perceived lack of support from the senior management of the school. A second example is HOD 5 (School C), who views motivation as an important aspect of professional development. He experiences difficulties in implementing professional development in his department because:

*“... if you try to help them, they will look at you as if you are inspecting or following them and you want to find fault. It is all a case of making teachers understand that professional development will help them more than anything else”.*

A third example is HOD 8 (School D), who is required to spend much effort on familiarising members of her department about Life Orientation and introducing the subject to them.

#### **4.6.3 TRAINING TO DO PROFESSIONAL DEVELOPMENT**

Generally the participants indicated that they were not trained to specifically do professional development in their departments and that they generally relied on their own experience and what they have learnt from heads of departments under whom they have worked as Post Level 1 educators. HOD 3 and HOD 4 especially felt that they were not equipped to do professional development, nor were they provided with any guidelines. This is a concern as Performance Standard 9 of the Development Appraisal Instrument has as specific expectation that heads of department perform staff development functions. The above is an indication that the potential value of the Integrated Quality Management System as a developmental tool has not been recognised or accepted and not being implemented.

Some of the heads of department had, however, been exposed to some form of training. HOD 1 (School A) referred to her post graduate studies and that she believed that the two additional qualifications in education leadership and management prepared her a great deal to conduct professional development in her department. HOD 7 and HOD 8 (School D) mention the acting principal who provides substantial training on how to conduct the integrated Quality Management System (IQMS) as a tool to conduct professional development in their departments.



#### 4.6.4 PROFESSIONAL DEVELOPMENT STRATEGIES USED

Departmental and subject meetings are the most common developmental tool and all the participants mentioned that they utilise these meetings to conduct professional development to some extent. Generally, these meetings are held on a regular basis. The participants use these meetings to do micro-planning with the educators in their departments and to exercise control. HOD 1 and HOD 2 (School A) specifically mention that they utilise check-list forms to assist them in this regard. Educators in their departments who have attended courses and workshops are also required to give feedback at these meetings. It is therefore evident that these participants perceive routine management functions as valuable opportunities to conduct professional development and their departments could be described as communities of practice.

The Integrated Quality Management System (IQMS) as a development strategy is only mentioned by HOD 1 (School A), HOD 7 and HOD 8 (School D). HOD 7 and HOD 8 place particular emphasis on the Integrated Quality Management System (IQMS) and it is evident that it is viewed as the primary developmental strategy in their school. Although HOD 1 and HOD 2 do not place a strong emphasis on the Integrated Quality Management System (IQMS), they do refer to the role class visits play in their developmental efforts and it can be assumed that it is related to the Integrated Quality Management System (IQMS). Class visits are also mentioned by HOD 5 (School C), whilst HOD 6 (School C) *gains* access to educators' classes by offering to conduct demonstration lessons. The participants of School B (HOD 3 and HOD 4) do not utilise class visits at all and it can be reasonably assumed that the Integrated Quality Management System (IQMS) is not used at all as a developmental strategy as there are no reference being made to the Development Appraisal Instrument and personal growth Plans (PGPs). This is underlined when HOD 4 says:

*“A person does not really know where to start and how to go about it ...  
there is nobody that actually gives you background ...”*

Significantly, the two schools which use the Integrated Quality Management System (IQMS) as a developmental strategy (School A and School D), are also the two schools in which distributed leadership characteristics in subject departments, is the most apparent.

Strategies aimed at inexperienced and beginner educators receive a fair amount of attention. These include attempts at mentoring, coaching and an induction or orientation program. This aspect is most prevalent in School A and School D, whilst the participants from School B and School C pay attention to this aspect to a lesser extent. It is again significant that the two schools that feature the strongest in terms of distributed leadership also have the most structured programmes to develop the inexperienced and beginner educators.

HOD 1 and HOD 7 also collaborate with other schools to assist the educators in their department who are the only ones teaching a subject. By doing this they demonstrate that they are also willing to harness expertise in neighbouring schools. This not only indicates that they have improvised to overcome a need caused by their situational context, but it further supports the fact that distributed leadership is strongly established in their two schools.

#### **4.6.5 SUPPORT TO DO PROFESSIONAL DEVELOPMENT**

The participants from School A (HOD 1 and HOD 2) and the participants from School D (HOD 7 and HOD 8) describe the support they receive from the senior management of their schools as very supportive. The opposite sentiment is, however, expressed by the participants from School B (HOD 3 and HOD 4) and School C (HOD 5 and HOD 6) who describe the support they receive from the senior management of their schools as minimal. It is once again significant that the participants of the two schools in which distributed leadership is most evident, perceive themselves as being strongly supported by senior management. On the other hand, the participants of the two schools in which distributed leadership is least evident, participants feel they are not supported in professional development. This is worthy of mention in the context of the expectation as expressed in Performance Standard 9 of the Development Appraisal Instrument which specifically requires principals, deputy-principals and heads of department to, apart from implementing training and mentoring programmes, build commitment, confidence, provide pastoral care and leadership.

Generally, the support received from district officials of the Gauteng Department of Education is regarded as minimal. The only exception is HOD 3 who relies on her district facilitator for support.

#### **4.6.6 EXTENT TO WHICH PRO-ACTIVE IN PROFESSIONAL DEVELOPMENT**

Pro-activeness with regard to professional development is most obvious among the participants of School A (HOD 1 and HOD 2). HOD 1 refers to inexperienced educators being teamed up with more experienced colleagues and class visits are planned in such a manner that inexperienced educators are visited first. HOD 2 mentions that he has a development plan for each educator in his department and that they aim at preparing the inexperienced educators to teach Grade 12 classes.

Although there is some evidence that participants from the other three schools (HOD 3, HOD 4 and HOD 7) are pro-active in that inexperienced educators are teamed up with their more experienced colleagues, it appears that not much planning is done in this regard.

The data shows that being pro-active is the least evident in School C and it is noticeable that very little opportunity is given to educators to develop leadership and management skills.

Noteworthy is the high level of pro-activeness expressed in School A, being the school in which distributed leadership is the most evident, as compared to School C, where distributed leadership is the least evident.

The use of Development Appraisal Instrument and Personal Growth Plans (PGP's) as development tools is significantly absent, especially in School B and School C.

#### **4.6.7 FACTORS INHIBITING PROFESSIONAL DEVELOPMENT**

A distinction can be made between School A and School D on the one hand and School B and School C on the other hand with regard to the factors inhibiting professional development. The participants from School A both see the lack of time as the primary constraint on professional development in their department. This is linked to their being heavily involved in extra-mural activities offered by their school. Although not specifically mentioning the availability of time as an inhibiting factor, the

rest of the participants alluded to it when asked how many periods they teach per day.

In School D, HOD 7 believes that there are no inhibiting factors within the school, but does express the need to have more exposure to expertise from outside the school. In the same school, HOD 8 views the high staff turnover in her department as the biggest obstacle to sustained professional development programmes. However, despite these challenges, professional development is well structured and supported in these two schools.

In contrast to School A and School D, the participants from School B and School C refer to a lack of know-how, inadequately qualified educators and a lack of motivation as the factors inhibiting professional development in their schools. This aspect is particularly perturbing as these heads of department are all very experienced educators. It is striking that in these two schools distributed leadership is the least prominent, whilst being quite discernible in School A and School D.

It is also evident that heads of department of confederate departments experience problems with subjects in their departments in which they are not trained. HOD 1 refers to the “*other*” subjects in her department, whilst HOD 3 sees these subjects as her “*stiefkinders*” or step children. This emphasises the contextual disparities which may exist between confederate and unitary departments within one school.

#### **4.7 CONCLUDING REMARKS**

In this chapter the data was presented according to the central themes identified in the data.

The presentation of the data was then followed by a discussion of the findings based on the central themes.

In Chapter 5 the focus is on the conclusion and recommendations using the research question(s) as a point of departure.

## CHAPTER 5

### RECOMMENDATIONS AND CONCLUSION

#### 5.1 INTRODUCTION

This study aimed to determine how heads of department in four secondary schools in Gauteng professionally develop educators in their departments and whether they are trained, resourced and supported to perform this function. Furthermore, the study also investigate how heads of department perceive their roles in the professional development of educators and what obstructs the effective professional development of educators by heads of department. Using the above research question(s) as a point of reference, this chapter focuses on the significance of the study and recommendations regarding the professional development by heads of department. The research findings are related to the current Integrated Quality Management System (IQMS) processes and the Continuing Professional Teacher Development (CPTD) management system. Suggestions are also made with regard to areas for future research.

#### 5.2 SUMMARY OF FINDINGS

The organisational structures of subject departments do not only vary from school to school but significant differences occur within schools between single subject (unitary) departments on the one hand and multi-subject (federal or confederate) departments on the other hand. This supports similar research in other parts of the world as reported on in Chapter 2. Single subject departments are generally organised in structures according to grades or phases, whilst multi-subject departments are generally organised along subject lines. Allocation of subjects to multi-subject departments is done by principals according to expertise available among heads of departments and can include subjects which are not necessarily related to the field of expertise of a head of department.

Heads of department of multi-subject departments face unique challenges in that they are required to be accountable for subjects in which they are not necessarily trained. These heads of department also have a significantly higher workload than their counterparts in unitary departments.

Although the improvement of teaching practice and subject knowledge received a fair degree of mention, participants related their understanding of their role in professional development to their situational and contextual needs and challenges. This reinforces the notion that situational aspects must be considered for successful professional development to occur and that professional development initiatives must have the educators and the school as a starting point and is in line with Performance Standard 5 of the Development Appraisal Instrument used in the Integrated Quality Management System.

Heads of department do not receive training on how to provide and co-ordinate professional development and to review their professional practice with the aim of improving teaching, learning and management. Participants rely much on their own experience and tend to model themselves on heads of department under whom they worked. Those who experienced training to conduct professional development either received training whilst enrolled in post-graduate studies or were subjected to training with regard to the implementation of the Integrated Quality Management System (IQMS) by the senior management of their school. It can therefore be assumed that training to conduct professional development by heads of department happens in a haphazard manner and that it is very much reliant on the efforts of the senior management of the school, as well as the personal drive of an individual. Reliance on previous role models is indicative that heads of departments have a tendency to do things like it has always been done and do not recognise the potential value of the Development Appraisal Instrument of the Integrated Quality Management System as a professional developmental tool. This may be indicative that they do not have a clear understanding of what is expected as expressed in Performance Standard 9 of the Development Appraisal Instrument.

Training by district officials is mainly aimed at curriculum delivery rather than improvement of teaching and learning. This is in line with the Type 2 school initiated activities as designated in the Continuous Teacher Professional Development management system. Afternoon workshops are generally not regarded as useful, other than being a platform for the distribution of information. School visits seem to be limited to being focused on bureaucratic monitoring and control with very little attention given to what actually transpires in classrooms.

The most common instrument used for professional development is subject and departmental meetings. The degrees to which these meetings are used for professional development, however, vary between schools and departments. Some departments could be categorised as communities of practice in which departmental members collaborate and share expertise. The inattention to the Integrated Quality Management System (IQMS) as a professional development strategy by the participants of two schools is striking when compared to the emphasis placed on the Integrated Quality Management System (IQMS) by the other two schools. It appears that class visits are to some extent linked to the Integrated Quality Management System (IQMS). Mentoring or coaching is utilised as developmental strategy to some extent, but this varies from department to department. However, the Development Appraisal Instrument of the Integrated Quality Management System (IQMS) seems to be to be underutilised and not linked to Personal Growth Plans (PGPs) which is supposed to inform School Improvement Plans (SIPs). The need to assist inexperienced educators is generally recognised, but the implementation of induction programmes ranges from being well planned and co-ordinated in some departments, to haphazard or unsystematic affairs in others. Partnering with other schools is limited in that only two heads of department sought assistance from neighbouring schools to assist in moderation.

In terms of support received to do professional development, a mixed reaction was received from the participants. Reactions ranged from the senior management of the school being very supportive to receiving no support at all. It is significant that the heads of department of the schools in which distributed leadership was most evident, perceived themselves as being well supported by the senior management as compared to the heads of department of schools in which distributed leadership practices were less evident. In schools where there is a more supportive environment, there is a definite focus on goals and a clear vision is evident. Generally the support received from district officials regarding professional development is viewed as minimal. The need to have access to external expertise by some of the participants may be indicative that this is not forthcoming from district officials.

The extent to which heads of department are pro-active with regards to professional development appears to be linked to the support received from the senior

management of their schools. This supports the view that, without the support of the principal, it is unlikely that distributed leadership would prosper. It is evident that the Development Appraisal Instrument is not made the most of in identifying development needs of educators. Professional development therefore takes place in a haphazard manner and it is not linked to the School Improvement Plan (SIP) and the vision of the school.

The lack of time to focus on professional development is regarded as a major inhibiting factor in professional development. This, however, may be exacerbated by the demands of rigorous extra mural programmes and a heavy teaching load. Lack of expertise in conducting professional development by experienced heads of department is disturbing. Unrealistic expectations are placed on heads of department of multi-subject (federal or confederate) departments who are expected to take responsibility for subjects in which they are not trained. This is in contrast to single subject (unitary) departments where all the departmental members teach the same subject.

Low levels of motivation to professional development also came to the fore. In School B it appeared that heads of department themselves were not motivated and experienced low levels of efficacy. This could be related to their perceived lack of support from senior management (principal and deputy-principals). Very low levels of motivation to do professional development are experienced in School C. This is noteworthy as in this school distributed leadership is manifested the least.

Situational and contextual factors, such as high staff turnover, may also impact negatively on professional development. Accordingly, the use of educators to teach subjects for which they are not qualified would also have a detrimental effect on professional development in departments. Significantly, the need to have special professional development programmes aimed at inexperienced and beginner educators is generally acknowledged.

It appears that being a fee-paying school does not necessarily impact positively on the internal professional development programmes of a school and that the leadership of a school plays a more significant role. This is evident in that School D, which is a non-fee-paying school, has a well-structured professional development focus based on the Integrated Quality Management System (IQMS), as compared to



School B, which is a fee-paying school. Fee-paying schools do, however, have an advantage regarding development activities provided by unions, non-government organisations and other providers where there is a cost involved as these schools have the financial means to cover the cost involved to attend. This may indicate that externally initiated development activities (Type 3) designated in the Continuous Professional Teacher Development management system may not be as accessible to educators from non-fee-paying schools as will be the case with educators from fee-paying schools.

The absence of a discernible pattern which could link Grade 12 learner achievement to professional development or distributed leadership can be ascribed to other variables such as the socio-economic background in which the schools are situated. This is evident in that School A and School B, the two fee-paying schools, achieved better Grade 12 results despite the obvious differences in their approach to professional development and distributed leadership.

### **5.3 SIGNIFICANCE OF THE STUDY**

Questions which came to the fore during the study are:

- Is pre-service training of educators effective and comprehensive enough?
- Are the current in-service models effective enough?
- Do schools and educators do enough of the right things, also in terms of professional development?
- Are too many interventions causing the system be under unnecessary pressure?
- Are interventions changing too often and too soon?

Although the questions posed above are not necessarily related to the research question guiding this study, a valuable perspective is provided to grasp what is actually happening with professional development of educators from a middle management level. Useful insight is gained with regards to how heads of department perceive their role in the professional development of educators and how they are trained and supported in their role as professional developers of educators. The

study further contributes to an appreciation of the barriers to the effective professional development of educators.

The findings contribute to informing current and future professional development programmes at every level. It is particularly applicable to the Continuing Professional Teacher Development (CPTD) management system, especially regarding school initiated (Type 2) professional development activities. Valuable information is provided to what heads of department actually do as compared to what is actually expected. This will become particularly pertinent when the Continuous Professional Teacher Development (CPTD) is fully implemented by 2016. Ways need to be found to integrate the Development Appraisal Instrument with Continuous Professional Teacher Development (CPTD) administered by the South African Council of Educators (SACE).

This study has established that through Performance Standard 9 of the Development Appraisal Instrument there is an expectation that there is a leadership functions imposed on heads of departments to conduct professional development. Furthermore, the need for further and more in-depth research regarding the leadership and management role of heads of department has come to the fore. This is especially crucial when considering the workload of a head of department which has become more demanding, challenging and multi-faceted against the background of incessant curriculum and policy reforms and increased accountability demands.

In addition, the study brought to the fore certain discrepancies with regard to the job description of heads of department and highlighted issues regarding the compatibility and the non-alignment of the current staff provisioning model being used with the requirements of the curriculum.

#### **5.4 RECOMMENDATIONS**

Bearing in mind that this study does not allow for generalisation of findings due to the small number of participants, a number of issues came to the fore regarding which cautious recommendations are made.

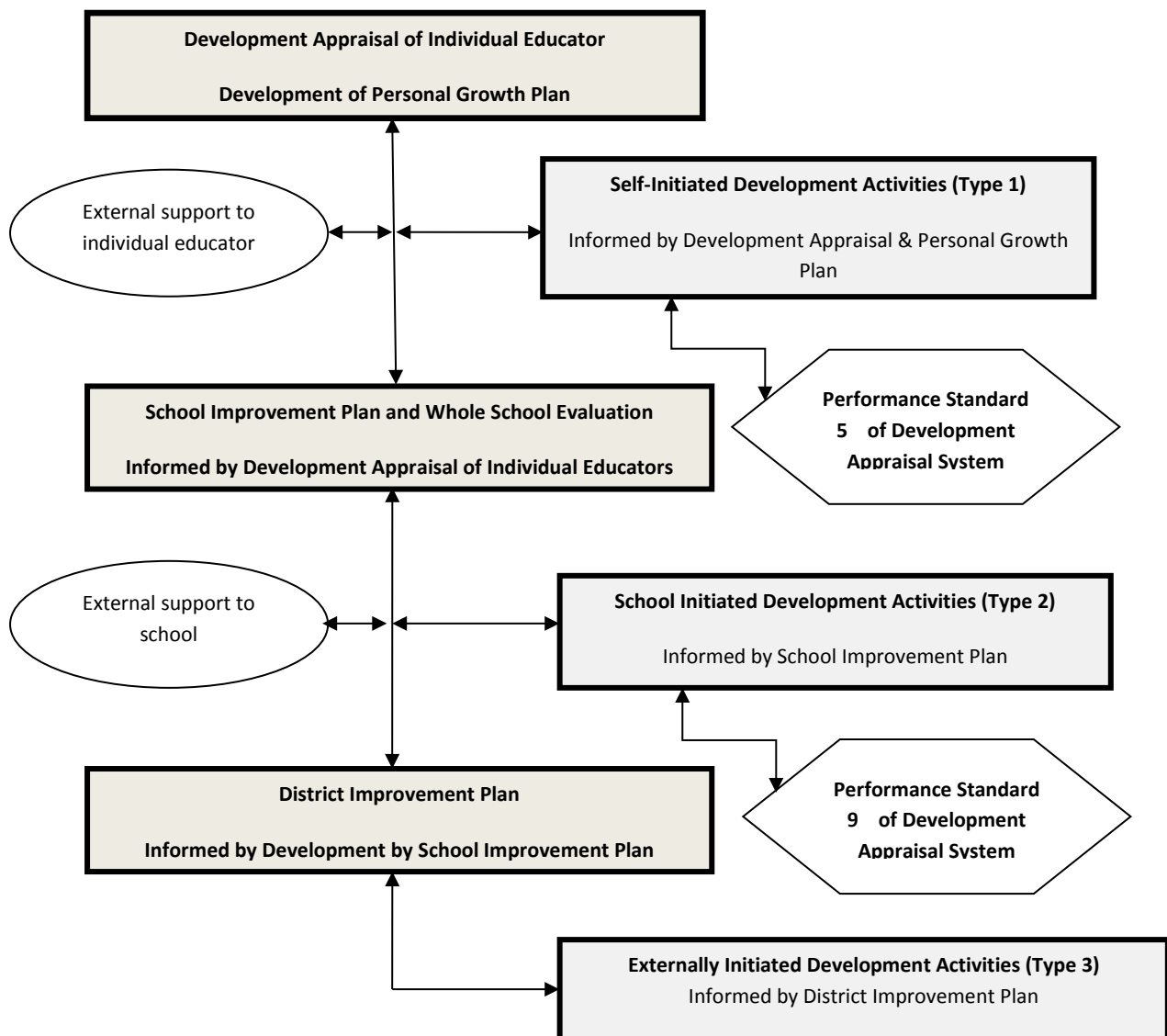
Firstly, a clear distinction must be made between the development appraisal aspect and performance measurement aspect of the Integrated Quality Management System.

Performance measurement is aimed at evaluating individual educators for salary progression, grade progression, affirmation of appointments and rewards and incentives. It is put forward that the current Integrated Quality Management System (IQMS) model be further adapted in order to exclude the performance measurement aspect and thereby de-link this remuneration facet from the Integrated Quality Management System (IQMS).

Development appraisal, on the other hand, is aimed at determining strengths and weaknesses and to draw up programmes for individual educator development and must therefore play an important complementary role in Continuing Professional Teacher Development (CPTD) management system in that it determines which self-initiated (Type 1), school initiated (Type 2) and externally driven (Type 3) development activities an educator must undertake.

Figure 5.1 illustrates how the Development Appraisal Instrument must be integrated with the Continuous Professional Teacher Development management system and how the Development Appraisal Instrument should be used to inform the various types of developmental activities. This means that greater focus must be put on the development appraisal by including aspects of the integrated model developed by Kuijpers *et al* (2010:1693) as discussed in Chapter 2. This will mean that schools become more goal orientated and formulate goals at school, educator and learner level, in order to ensure that educators are given and accept responsibility for improving learner achievement. The development appraisal should also focus more on internal conditions such as school procedures, roles, structures and facilities that support the teaching and learning processes. This means that conditions must be created to support the professional development of educators and therefore leadership is a key element. In addition, development appraisal aspect of the Integrated Quality Management System (IQMS) must provide for the inclusion of external support. This external support does not, however, mean the monitoring of the Integrated Quality Management System (IQMS) through bureaucratic processes, but rather the inclusion of well qualified and experienced colleagues from the district

offices and other schools in Staff Development Teams (SDTs) to strengthen the hand of the heads of department. This would require that, just as in the case of heads of department, subject facilitators need to have a proven track record in teaching, be advanced in terms of subject knowledge and be trained and skilled in professional development strategies such as mentoring and coaching. In terms of external accountability, the focus will then be transferred away from the emphasis being placed on the bureaucratic monitoring process to the actual teaching and learning taking place in the classrooms.



**Figure 5.1: Integrating the Integrated Quality Management System (IQMS) and the Continuing Professional Teacher Development (CPTD) as administered by the South African Council of Educators (SACE)**

It is further recommended that consideration be given to school timetabling being modified in order to allow formal professional development programmes aimed at the improvement of teaching and learning to take place in schools during the formal school day. Although this may impact the length of the formal school day, properly planned professional development activities aimed at improving teaching and learning will divert the emphasis placed on bureaucratic accountability to greater professional accountability. This will not only accommodate the situational and contextual demands experienced in each school, but also allow for more time in which heads of department can focus on the professional development of their departmental members and for the school to implement Type 2 developmental activities.

The above recommendation, however, places the emphasis on effective training of heads of department. It is therefore recommended that current heads of department be trained on the 'how' of professional development, rather than the 'what'. Teacher unions and non-governmental organisations can play a significant role in this regard (Type 3 activities). Minimum requirements for the appointment of heads of department should be determined together with an increase of the minimum three (3) years of experience which is currently required. These minimum requirements must not only be linked to subject knowledge and teaching expertise, but also to management and leadership competencies. This recommendation must be viewed in the light of heads of department being promotable as future deputy principals and principals. This extends to whole school management teams (SMTs), including principals, being trained in distributed and instructional leadership practices.

In order to ensure greater synchronisation between the management structure of a school and the curriculum, it is proposed that the allocation of subjects to heads of department in secondary schools be aligned to the different subject fields offered by the school in the Further Education and Training (FET) phase to ensure that heads of department are not expected to accept responsibility for subjects in which they are not qualified. This will also allow for the distinctiveness of single subject (unitary) and multi-subject (federal or confederate) subject departments. The implication, however, will be that the education authorities in consultation with schools, have to reconsider not only how many subjects they offer in the Further Education and Training Phase (FET) phase, but should also pay special attention to which subjects they offer.

Consideration must also be given to smaller secondary schools receiving a more favourable allocation of head of department posts as compared to bigger secondary schools. Curriculum requirements need to receive much more emphasis when head of department posts are advertised.

Acknowledging that, in terms of the number of schools they must service, the above recommendations may place unrealistic demands on subject facilitators, it is further recommended that groups of top performing schools are identified to assist each other with regard to the Integrated Quality Management System (IQMS). This will then allow heads of department, deputy principals and principals of neighbouring schools to serve as mentors and coaches on the Staff Development Teams (SDTs) of educators of each other's schools. This will lead to the Integrated Quality Management System (IQMS) having more credibility as a development tool and will promote the establishment of professional learning communities (PLCs) in order to become *“self-transforming schools”* which Caldwell and Spinks (2013:3) define as schools who *“achieve significant, systematic and sustained change that secures success for all its students regardless of the setting”*. This recommendation is in line with recent research in South Africa which calls for an abandonment of the single policy approach to education and the development of a dual system targeted at underperforming and outstanding schools (DBE, 2012b:4).

## **5.5 SUGGESTIONS FOR FURTHER RESEARCH**

The most obvious area in need of further research is related to the research question for this study. As this study only focused on a small number of participants and relied only on interviews as a data gathering tool, a similar study involving a much larger number of participants and more detailed data gathering processes, is needed to be able to generate generalisable findings.

This study only focused on how heads of department conduct professional development in their departments and only scratched the surface in terms of what heads of department actually do, the training they receive, problems they experience and the contexts in which they work. From a South African context perspective, much research still needs to be done in order to fully understand the role heads of department play in their departments.

Research in best practice of top performing fee-paying and non-fee-paying schools is necessary in order to determine how middle management structures must function in South African schools. Results in such research will not only provide more answers in terms of the 'what' question, but will also give valuable guidelines in terms of the 'how' question. Further, the assumption that heads of department of fee-paying schools and non-fee pay-paying schools will be operating in different situational contexts need further investigation. Research in this area should also be directed to the synchronisation of school management team (SMT) structures to the Further Education and Training (FET) curriculum offered by secondary schools.

Research regarding the training of heads of department and the minimum managerial and leadership skills set required by heads of department, is lacking. This is especially an area in need of further research because heads of department are firstly required to carry their skills set and experience through to the higher post levels of deputy principal and principal. Secondly, as management and leadership teams of schools are held more and more accountable for schools performing below expectations, it becomes more and more important that the management and leadership capacity of school management teams (SMT's) is developed. This is especially important in the light of the Continuing Professional Teacher Development (CPTD) management system.

The developmental aspect of distributed leadership deserves to be researched, especially from the South African policy and regulatory perspective. This should be linked to internal accountability as it is only possible to respond to external accountability requirements if there is a high level of internal accountability.

Much research still needs to be done to determine the impact of professional development programmes on learner achievement. It is quite evident in literature that principals have an indirect influence on learner achievement. Similar research focusing on the impact of heads of department on learner achievement is needed.

Finally, research into alternative models regarding performance evaluation which is linked to remuneration of educators is needed.

## 5.6 CONCLUSION

With a demand for change being imposed from above and from outside schools, it cannot be ignored that heads of department are a key link between principals and the educators in their classrooms. This supports the view of Dinham (2007:63) that heads of department have formal responsibilities and accountabilities and that they wield horizontal and vertical influence. This is re-enforced by the new dimension introduced by the Continuing Professional Teacher Development (CPTD) management system, especially regarding school initiated (Type 2) professional development activities. Since the Continuing Professional Teacher Development (CPTD) management system inter alia aims at ensuring that *“current initiatives devoted to the professional development of teachers contribute more effectively and directly to the improvement of the quality of teaching”* and to *“expand the range of activities that contribute to the professional development of educators”*, it will be required of heads of department to not only specialists in the respective subject fields and pedagogical expertise, but also to be more skilled in developing, implementing and evaluating professional development activities and strategies. Heads of department therefore need to be proficient in managing and leading their departments toward improvement.



## REFERENCES

- Ary, D., Jacobs, L.C. & Razavieh, A. 2002. *Introduction to Research in Education, Sixth Edition*. Belmont: Wadsworth/Thomson Learning.
- Ash, R.C. & Persall, J.M. 2000. The principal as Chief Learning Officer: Developing Teacher Leaders. *NASSP Bulletin*, 84: 15-22.
- Banilower, E.R., Heck, D. & Weiss, I.R. 2007. Can Professional Development Make the Vision of the Standards a Reality? The Impact of the National Science Foundation's Local Systemic Change through Teacher Enhancement Initiative. *Journal of Research in Science Teaching*, 44(3): 375-395.
- Barber, M. & Mourshed, M. 2007. *How the world's best schooling systems come out on top*. London: McKinsey & Company.
- Beckmann, J. 2009. Recent legislation regarding the appointment of public school educators: the end of the decentralisation debate in education? *Acta Academica*, 41(3): 128-141.
- Bell, L. & Bolam, R. 2010. Teacher professionalism and continuing professional development: contested concepts and their implications for school leaders. In: Bush, T., Bell, L. & Middlewood, D. (eds.) *The Principles of Educational Leadership & Management, 2<sup>nd</sup> Edition*. London: Sage Publications.
- Botha, R.J. 2010. School effectiveness: conceptualising divergent assessment approaches. *South African Journal of Education*, 30: 605-620.
- Botha, R.J. 2004. Excellence in leadership: demands on the professional school principal. *South African Journal of Education*, 24(3): 232-243.
- Brown, M. & Rutherford, D. 1998. Changing Roles and Raising Standards: new challenges for heads of department. *School Leadership & Management*, 18(1): 75-88.
- Brown, M., Rutherford, D. & Boyle, B. 2000. Leadership for School Improvement: The Role of the Head of Department in UK Secondary Schools. *School Effectiveness and School Improvement*, 11(2): 237-258.
- Burello, I.C., Hoffman, L.P. & Murray, L.E. 2005. *School Leaders Building capacity from Within.: Resolving Competing Agendas Creatively*. California; Corwin Press.
- Bush, T. 2007. Education leadership and management: theory, policy, and management. *South African Journal of Education*, 27(3): 391-406.
- Bush, T., Bell, L. & Middlewood, D. 2010. Introduction: new directions in educational leadership. In: Bush, T., Bell, L. & Middlewood, D. (eds.) *The Principles of Educational Leadership & Management, 2<sup>nd</sup> Edition*. London: Sage Publications.

- Bush, T. & Glover, D. 2012. Distributed leadership in action: leading high-performing leadership teams in English schools. *School Leadership & Management*, 32(1): 21-56.
- Bush, T., Glover, D., Bischoff, T., Moloi, K., Heystek, J., & Joubert, R. 2006. *School leadership, Management and Governance in South Africa: A Systematic Literature Review*. Mathew Goniwe School of Leadership and Governance: Johannesburg.
- Bush, T., Joubert, R., Kiggundu, E. & Van Rooyen, J. 2010. Managing teaching and learning in South African Schools, *International Journal for Educational Development*, 30: 162-168.
- Bush, T., Kiggundu, E, & Moorosi, P. 2011. Preparing new principals in South Africa: the ACE: School Leadership Programme. *South African Journal of Education*, 31:31-43.
- Busher, H. & James, N. 2012. The Ethical Framework of Research Practice. In: Briggs, A.R.J., Coleman, M. & Morrison, M. (eds.) *Research methods in educational leadership and management*. Los Angeles; London: Sage Publications.
- Butler, D.L., Lausher, H.N., Jarvis-Selinger, S. & Beckingham, B. 2004. Collaboration and self-regulation in teachers' professional development. *Teaching and Teacher Education*, 20: 435-455.
- Caldwell, B.J. & Spinks, J.M. 2013. *Leading the Self-Transforming School*. Paper presented at the Annual Roundtable of the Asia Pacific Centre for Leadership and Change, Hong Kong Institute of Education, held at East China Normal University, Shanghai, China, March 10-12, 2013.
- Caskey, M.M. 2007. Improving Teacher Effectiveness through Structured Collaboration: A Case Study of a Professional Learning Community. *Research in Middle Level Education On Line*, 31(1): 1-17.
- Chapman, C. & Harris, A. 2004. Improving schools in difficult and challenging contexts; strategies for improvement. *Educational Research*, 46(3): 219-228.
- Clarke, A. 2007. *The Handbook of School Management*. Kate McCallum: Cape Town.
- Cloete, E. 2012. Is our pass rate focus too narrow? *School Management and Leadership*, 6(2): 20-23.
- Coleman, M. 2012. Interviews. In: Briggs, A.R.J., Coleman, M. & Morrison, M. (eds.) *Research methods in educational leadership and management*. Los Angeles; London: Sage Publications.
- Crafton, L. & Kaiser, E. 2011. The language of collaboration: dialogue and identity in teacher professional development. *Improving Schools*, 14: 104.

Creemers, B. & Kyriakides, L. 2009. Situational effects of the school factors included in the dynamic model of educational effectiveness. *South African Journal of Education*, 29: 293-295.

Cresswell, J.W. 2012. *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (4<sup>th</sup> Edition). Pearson, Edwards Brothers Malloy.

Christie, P. 2010. Landscapes of leadership in South African Schools: Mapping the changes. *Educational Management Administration & Leadership*, 38:694-711.

De Clercq, F. 2008. Teacher quality appraisal and development: The flaws in the IQMS. *Perspectives in Education*, 26(1): 7-18.

De Lima, J. Á. 2008. Department networks and distributed leadership in schools. *School Leadership & Management: Formerly School Organisation*, 28(2): 159-187.

Department of Basic Education (DBE). 2012a. *Memorandum of Agreement between the Department of Basic Education and the Teacher Unions on Professional Development for Teachers*. [Online]. Available: <[www.education.gov.za](http://www.education.gov.za)> [Accessed: 21/07/2013].

Department of Basic Education (DBE). 2012b. *Report Summary: Emerging Research Findings on Quality Basic Education Workshop*, Version 22 November 2012. [Online]. Available: <[www.education.gov.za](http://www.education.gov.za)> [Accessed: 21/07/2013].

Department of Basic Education (DBE). 2011a. *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa: 2011-2025. Technical Report*. [Online]. Available: <[www.education.gov.za](http://www.education.gov.za)> [Accessed: 29/07/2013].

De Villiers, E. & Pretorius, S.G. 2011. Democracy in schools: are educators ready for teacher leadership? *South African Journal of Education*, 31: 574-589.

Dinham, S. 2007. The secondary Head of Department and the achievement of exceptional student outcomes. *Journal of Educational Administration*, 45(1): 62-79.

Education Labour Relations Council (ELRC). 2006. *Collective Agreement No. 5 of 2006*.

Education Labour Relations Council (ELRC). 2003a. *Collective Agreement No. 8 of 2003*.

Education Labour Relations Council (ELRC). 2003 b. *Collective Agreement No.1 of 2003*.

Education Labour Relations Council (ELRC). 1998. *Collective Agreement No.4 of 1998*.

- Fishman, B.J., Marx, R.W., Best, S. & Tal, R.T. 2003. Linking teacher and student learning to improve professional development in systemic reform. *Teaching and Teacher Education*, 19: 643-658.
- Fraenkel, J.R & Wallen, N.E. 2006. *How to Design and Evaluate Research in Education*. New York: McGraw-Hill Companies.
- Fullan, M. & Watson, N. 2000. School-based management: Reconceptualising to Improve Learning Outcomes. *School Effectiveness and School Improvement*, 11(4): 453-473.
- Gauteng Department of Education (GDE). *Educator Post Establishment and Promotion Policy*. Human Resource Management and Development Unit, District Tshwane South, Pretoria.
- Gigante, N.A & Firestone, W.A. 2008. Administrative support and teacher leadership in schools implementing reform. *Journal of Educational Administration*, 46(3): 302-331.
- Giles, C. & Hargreaves, A. 2006. The Sustainability of Innovative Schools as Learning Organisations and Professional Learning Communities during Standardised Reform. *Educational Administration Quarterly*, 42: 124.
- Graczewski, C., Knudson, J. & Holtzman, D.J. 2009. Instructional Leadership in Practice: What Does It Look Like, and What Influence Does It Have? *Journal of Education for Students Placed at Risk*, 14: 72-96.
- Grant, C. 2008. 'We did not put our pieces together: Exploring a professional development initiative through a distributed leadership lens. *Journal of Education*, 44: 85-107.
- Grant, C. 2006. Emerging Voices on Teacher Leadership. *Educational Management, Administration & Leadership*, 34:511-532.
- Grant, C., Gardner, K., Kajee, F., Moodley, R & Somaroo, S. 2010. Teacher leadership: a survey analysis of Kwa-Zulu-Natal teachers' perceptions. *South African Journal of Education*, 30: 401-419.
- Grant, C & Singh, H. 2009. Passing the buck: this is not teacher leadership! *Perspectives in Education*, 27(3): 289-301.
- Grobler, B., Bisschoff, T. & Beeka, A. 2012. Changing perceptions of teachers regarding the importance and competence of their principals as leaders. *South African Journal of Education*, 32: 40-55.
- Gronn, P. 2008. The future of distributed leadership. *Journal of Educational Administration*, 46(2): 141-158.

- Gronn, P. 2002. Distributed leadership as a unit of analysis. *The Leadership Quarterly*, 13: 423-451.
- Gunter, H.M. 2001. *Leaders and Leadership in Education*. London: Sage Publications.
- Hallinger, P., Leithwood, K. and Heck, R.H. 2010. Leadership Instructional. In: *International Encyclopaedia of Education*, 3<sup>rd</sup> edition. Amsterdam: Elsevier Academic Press, 18 – 25.
- Hammersley-Fletcher, L. & Strain, M. 2011. Power, agency and middle leadership in English primary schools. *British Educational Research Journal*, 37(5): 871-884.
- Hargreaves, A. & Fink, D. 2008. Distributed leadership: democracy or delivery? *Journal of Educational Administration*, 46(2): 229-240.
- Harris, A. 2011. Distributed leadership: implications for the role of the principal. *Journal of Management Development*, 31(1): 7-17.
- Harris, A. 2008. Distributed leadership: according to evidence. *Journal of Educational Administration*, 46(2): 172-188.
- Harris, A. 2007. Distributed leadership: conceptual confusion and empirical reticence. *International Journal of Leadership in Education*, 10(3): 315-325.
- Harris, A. 2004. Distributed leadership and School Improvement. *Educational Management, Administration and Leadership*, 32(1): 11-24.
- Harris, A. 2002. Effective Leadership in Schools Facing Challenging Contexts. *School Leadership and Management*, 22(1): 15-26.
- Harris, A. & Spillane, J. 2008. Distributed leadership through the looking glass. *Management in Education*, 22(1): 31.
- Harris, A. & Townsend, A. 2007. Developing leaders for tomorrow: releasing system potential. *School Leadership and Management*, 27(2): 167-177.
- Hartley, D. 2010. The management of education and the social theory of the firm: from distributed leadership to collaborative community. *Journal for Educational Administration and History*, 42:4: 345-361.
- Hartley, D. 2009. Education policy, distributed leadership and socio-cultural theory. *Educational Review*, 61(2): 139-150.
- Heck, R.H. & Moriyama, K. 2010. Examining relationships among elementary schools' contexts, leadership, instructional practices and added-year outcomes: a regression discontinuity approach. *School Effectiveness and School Improvement*, 21(4): 377-408.

- Hickey, W.D. & Harris, S. 2005. Improved Professional Development Through Teacher Leadership. *The Rural Educator*, 26(2): 12-16.
- Hoadley, U., Christie, P. & Ward, C. 2009. Managing to learn: Instructional leadership in South African secondary schools. *School Leadership and Management*, 29(4): 373-389.
- Hoadley, U. & Ward, C. 2008. *Managing to Learn: Leadership of Curriculum and Instruction in South African Secondary Schools*. HSRC, Pretoria.
- Hollins, E.R., McIntyre, L.R., DeBose, C., Hollins, K.S. & Towner, A. 2004. Promoting a self-sustaining learning community: Investigating an internal model for teacher development. *International Journal for Qualitative Studies in Education*, 17(2): 248-264.
- Hulpia, H. & Devos, G. 2010. How distributed leadership can make a difference in teachers' organisational commitment? A qualitative study. *Teaching and Teacher Education*, 3:565-575.
- Jackson, K.M. & Marriott, C. 2012. The Interaction of Principal and Teacher Instructional Influence as a Measure of Leadership as an Organizational Quality. *Educational Administration Quarterly*, 48(2): 230-258.
- Jacobson, S. 2011. Leadership effects on student achievement and sustained school success. *International Journal of Educational Management*, 25(1): 33-44.
- Kamper, G. 2008. A profile for effective leadership in some South African high-poverty schools. *South African Journal of Education*, 28: 1-18.
- Kennedy, A., Deuel, A., Nelson, T.H. & Slavit, D. 2011. Requiring Collaboration or Distributed Leadership? *Kappan*, 92(8): 20-24.
- Koki, S. 1997. The Role of Teacher Mentoring in Educational Reform. PREL Briefing Paper. *Pacific Resources for Education and Learning*. Honolulu, Hawaii.
- Kruger, A. G. 2003. Instructional leadership: The impact on the culture of teaching and learning in two effective secondary schools. *South African Journal of Education*, 23(3): 206-211.
- Kuijpers, J.M, Houtveen, A.A.M. & Wubbels, Th., 2010. An integrated professional development model for effective teaching. *Teaching and Teacher Education*, 26: 1687-1694.
- Kurland, H., Peretz, H. & Hertz-Lazarowitz. 2010. Leadership style and organizational learning; the mediate effect of school vision. *Journal of Educational Administration*, 48(1): 7-30

- Leithwood, K. & Jantzi, D. 2008. Linking Leadership to Student Learning: The Contributions of Leader efficacy. *Education Administration Quarterly*, 44(4): 496-528.
- Leithwood, K. & Mascall, B. 2008. Collective Leadership Effects on Student Achievement. *Educational Administration Quarterly*, 44(4): 529-561.
- Leithwood, K., Patten, S. & Jantzi, D. 2010. Testing a Conception of How School Leadership Influences Student Learning. *Educational Administration Quarterly*, 46: 671- 706.
- Levine, T. H. 2010. Tools for the Study and Design of Collaborative Teacher Learning: The Affordances of Different Conceptions of Teacher Community and Active Theory. *Teacher Education Quarterly*, Winter 2010: 109-130.
- Louis, K.S., Dretzke, B. & Wahlstrom, K. 2010. How does leadership affect student achievement? Results from a national US survey. *School Effectiveness and School Improvement*, 21(3): 315-336.
- MacBeath, J. 2005. Leadership as distributed: A matter of practice. *School Leadership and Management*, 25(4): 249-366.
- Maree, J.G. 2010. Critical Appraisal of the System of Education and prospects of Meeting the Manpower and Development Needs of South Africa. *Africa Insight*, 40(2): 85-108.
- Marks, H.M. & Printy, S.M. 2003. Principal Leadership and School Performance; an Integration of Transformational and Instructional Leadership. *Educational Administration Quarterly*, 39(3): 370-397.
- Mascall, B., Leithwood, K., Straus, T. & Sacks, R. 2008. The relationship between distributed leadership and teachers' academic optimism. *Journal of Educational Administration*, 46(2): 214-228.
- Matoti, S.N. 2010. The unheard voices of educators: Perceptions of educators about the state of education in South Africa. *South African Journal of Higher Education*, 24(4): 568-584.
- May, H. & Supovitz, J. A. 2011. The scope of Principal Efforts to Improve Instruction. *Educational Administration Quarterly*, 47(2): 332-352.
- Mayrowetz, D., Murphy, J., Louis, K.S. & Smylie, M.A. 2007. Distributed Leadership as Work Redesign: Retrofitting the Job Characteristics Model. *Leadership and Policy in Schools*, 6(1): 69-101.
- McCann, T.M. & Johannessen, L.R. 2005. The Role and responsibility of the Experienced Teacher. *The English Journal*, 95(2): 52-57.

- Mercer, D. & Ri, L. 2006. Closing the Gap: The Role of Head of Department in Chinese Secondary Schools. *Educational Management, Administration & Leadership*, 34(1): 105-120.
- Mestry, R., Hendricks, I. & Bischoff, T. 2009. Perceptions of teachers on the benefits of teacher development: programmes in one province of South Africa. *South African Journal of Education*, 29: 475-490.
- Morrison, M. 2012. Understanding methodology. In: Briggs, A.R.J., Coleman, M. & Morrison, M. (eds.) *Research methods in educational leadership and management*. Los Angeles; London: Sage Publications.
- Muijs, D. 2011. Leadership and organisational performance; from research to prescription? *International Journal of Educational Management*, 25(1); 45-60.
- Muijs, D. & Harris, A. 2007. Teacher Leadership (In) action. Three case studies of contrasting schools. *Educational Management, Administration & Leadership*, 35(1): 111-134.
- Muijs, D. & Harris, A. 2006. Teacher led school improvement: Teacher leadership in the UK. *Teaching and Teacher Education*, 22: 961-972.
- Muijs, D. & Harris, A. 2003. Teacher Leadership – Improvement through Empowerment. An overview of the literature. *Educational Management, Administration & Leadership*, 31: 437-448.
- Mulford, B. & Silins, H. 2003. Leadership for Organisational Learning and Improved Student Outcomes – What do we know? *Cambridge Journal of Education*, 33(2): 175-195.
- Murphy, J., Smylie, M., Mayrowetz, D. & Louis, K.S. 2009. The role of the principal in fostering the development of distributed leadership. *School Leadership and Management*, 29(2): 181-214.
- Naicker, S.R. & Mestry, R. 2013. Teachers' reflections on distributed leadership in public primary schools in Soweto. *South African Journal of Education*, 33(2): 1-15.
- Naicker, S.R. & Mestry, R. 2011. Distributed leadership in public schools: Experience and perceptions of teachers in the Soweto region. *Perspectives in Education*, 29(4): 99-108.
- National Education Evaluation & Development Unit (NEEDU). 2013. *National Report 2012. The State of Literacy Teaching and Learning in the Foundation Phase*. [Online]. Available: <[www.education.gov.za](http://www.education.gov.za)> [Accessed: 29/07/ 2013].
- November, I., Alexander, G. & Van Wyk, M.M. 2010. Do principal-educators have the ability to transform schools? A South African perspective. *Teaching and Teacher Education*, 26: 786-795.



- Ono, Y. & Ferreira, J. 2010. A case study of continuing teacher professional development through lesson study in South Africa. *South African Journal of Education*, 30: 39-74.
- Opfer, V.D. & Pedder, D. 2011. Conceptualising Teacher Professional Learning. *Review of Educational Research*, 81(3): 376-407).
- Republic of South Africa (RSA), 2007a. *National Policy Framework for Teacher Education and Development in South Africa*. Pretoria, Government Printer.
- Republic of South Africa (RSA). 2007b. *Education Laws Amendment Act 31 of 2007*. Pretoria: Government Printer.
- Republic of South Africa (RSA). 1998. Employment of Educators Act, No. 76 of 1998. Pretoria, Government Printer.
- Rhodes, C. & Beneicke, S. 2002. Coaching, mentoring and peer-networking: challenges for the management of teacher professional development in schools. *Journal of In-Service Education*, 28(2): 297-309.
- Rhodes, C. & Brundrett, M. 2009. Discussant Article: Leadership development and school improvement. *Educational Review*, 61(4): 361-374.
- Robinson, M. 2001. Teachers as Mentors: A critical View of teacher development in South African Schools. *Perspectives in Education*, 19(2):99-115,
- Robinson, V.M.J. 2010. From Instructional Leadership to Leadership Capabilities: Empirical Findings and Methodological Challenges. *Leadership and Policy in Schools*, (9): 1-26.
- Robinson, V.M.J. 2008. Forging the links between distributed leadership and educational outcomes. *Journal of Educational Administration*, 46(2): 241-256.
- Samuel, M. & van Wyk, M. 2008. Narratives of Professional Development: Forces in the Field. *Education as Change*, 12(2): 137-153.
- Scribner, J.P. 1999. Professional development; Untangling the Influence of Work Context on Teacher Learning. *Educational Administration Quarterly*, 35(2): 238-266.
- Sergiovanni, T.J. 1998. Leadership as pedagogy, capital development and school effectiveness. *International Journal of Leadership in Education*, 1(1): 37-46.
- Shields, C.M. 2006. Creating Spaces for Value-Based Conversations: the role of school leaders in the 21st Century. *International Studies in School Administration*, 34(2): 62-81.

- Simkins, T., Coldwell, M., Caillau, I., Finlayson, H. & Morgan, A. 2006. Coaching as an in-school leadership development strategy: experiences from Leading from the Middle. *Journal of In-Service Education*, 32(3): 321-340.
- Singh, P. 2005. Use of the Collegial Leadership Model of Emancipation to transform traditional management practices in secondary schools. *South African Journal of Education*, 25(1): 11-18.
- South African Council for Educators (SACE). 2012a. *The CPTD Management System Handbook*, SACE.
- South African Council for Educators (SACE). 2012b. Draft points schedule of the Continuing Professional Development Management System. In: *The CPTD Management System Handbook*, SACE.
- Spaull, N. 2011. Primary School performance in Botswana, Mozambique, Namibia and South Africa. *Working paper 8*, SACMEQ.
- Spillane, J.P. 2009. Managing to lead: Reframing School Leadership and Management. *Kappan*, 91(3): 70-73.
- Spillane, J.P., Camburn, E.M., Pustejovski, J., Stitzel Pareja, A. & Lewis, G. 2008. Taking a distributed perspective: Epistemological and methodological tradeoffs in operationalising the leader-plus aspect. *Journal of Educational Administration*, 46(2): 189-213.
- Spillane, J.P., Halverson, R. & Diamond, J.B. 2004. Towards a theory of leadership practice: a distributed perspective. *Journal of Curriculum Studies*, 30(1): 3-34.
- Spillane, J.P., Healy, K., Parise, K.L. & Kenney, A. 2011. A distributed perspective on learning leadership. In: Robertson, J. & Timperley, H. (Eds.) *Leadership and Learning*. London: Sage Publications.
- Steyn, G.M. 2010(a). 'n Skoolhoof se perspektief op professionele ontwikkeling - 'n enkele gevallestudie. *Tydskrif vir Geesteswetenskappe*, 50(2): 243-260.
- Steyn, G.M. 2010(b). Reframing Professional Development for South African Schools: An Appreciative Inquiry Approach. *Education and Urban Society*, XX(X): 1-24.
- Steyn, G.M. 2009. Effective implementation of continuing professional development for South African teachers, *Acta Academica*, 41(1): 256-279.
- Steyn, G.M. 2008. Continuing professional development for teachers in South Africa and social learning systems: conflicting conceptual frameworks of learning. *Koers*, 73910: 15-31.

- Steyn, G.M. 2005. Implementing professional development in invitational education. *Africa Education Review*, 2(2): 258-278.
- Steyn, G.M. & van Niekerk, L.J. 2005. Professional development of teachers: Critical success factors. *Koers*, 70(1): 125-149.
- Stoll, L. 2011. Leading professional learning communities. In: Robertson, J. & Timperley, H. (Eds.) *Leadership and Learning*. London: Sage Publications.
- Swanepoel, C. 2009. A comparison between the views of teachers in South Africa and six other countries involved in school change. *South African Journal of Education*, 29: 461-474.
- Taylor, N. 2008. What's Wrong with South African Schools? *Presentation to the Conference: What's Working in School Development?* JET Education Services, 28-29 February, 2008.
- Timperley, H.S. 2005. Distributed leadership: developing theory from practice. *Journal of Curriculum Studies*, 37(4): 395-400.
- Timperley, H. & Roberson, J. 2011. Establishing platforms for leadership and learning. In: Robertson, J. & Timperley, H. (Eds.) *Leadership and Learning*. London: Sage Publications.
- Turner, C. 2003a. The Distinctiveness of the Subject Being Taught and the Work of Subject Heads of Department in Managing the Quality of Classroom Teaching and Learning in Secondary Schools in Wales. *School leadership & Management*, 23 (1): 41-57.
- Turner, C. 2003b. A Critical Review of Research on Subject Leaders in Secondary Schools. *School Leadership & Management*, 23(2):209-227.
- Turner, C. 2000. Learning about Leading a Subject Department in Secondary Schools: some empirical evidence. *School Leadership & Management*, 20(3): 299-313.
- Van Louw, T. & Waghid, Y. 2008. A deliberative democratic view of mentorship. *South African Journal for Higher Education*, 22(1): 207-221.
- Visscher, A.J. & Witziers, B. 2004. Subject departments as professional communities? *British Educational Research Journal*, 30(6): 785-800.
- Vos, D., Van der Westhuizen, P.C., Mentz, P.J & Ellis, S.M. 2012. Educators and the quality of their work environment: an analysis of the organisational climate in primary schools. *South African Journal of Education*, 32: 56-68.

- Voss, C., Tsiriktsis, N & Frolich, M. 2002. Case research in operations management. *International Journal of Operations & Production Management*, 22(2): 195-219.
- Vozzo, L., Abusson, P., Steele, F. & Watson, K. 2004. Mentoring retrained teachers: extending the web. *Mentoring and Tutoring*, 12(3): 335-351.
- Wahlstrom, K.L. & Louis, K.S. 2008. How teachers experience principal leadership: The Roles of Professional Community, Trust, Efficacy, and Shared Responsibility. *Educational Administration Quarterly*, 44(4): 458-495.
- Wallace, M. 2001. Sharing Leadership of Schools through Teamwork: A Justifiable Risk? *Educational Management, Administration & Leadership*, 29:153-167.
- Williams, C.G. 2011. Distributed leadership in South African schools: possibilities and constraints. *South African Journal of Education*, 31: 190-200.
- Wise, C. & Bush, T. 1999. From teacher to manager: role of the academic middle manager in secondary schools. *Educational Research*, 41(2): 183-195.
- Youngs, P. & King, M.B. 2002. Principal Leadership for Professional Development to Build School Capacity. *Educational Administration Quarterly*, 38(5): 643-670.
- Zhang, W. & Brundrett, M. 2010. School leaders' perspectives on leadership learning: the case for informal and experiential learning. *Management in Education*, 24:154.

## **ADDENDUM A: INTERVIEW PROTOCOL**

### **INTERVIEW PROTOCOL - HEADS OF DEPARTMENT**

#### **PURPOSE OF THE STUDY:**

This study forms part of a research project investigating the role of middle managers in the professional development of educators.

#### **SOURCES OF DATA TO BE COLLECTED:**

Data is collected by conducting semi-structured interviews with HODs of four schools from various districts in Pretoria

#### **PROTECTION OF CONFIDENTIALITY:**

You are assured that your identity as well as your responses will at all times be regarded as completely confidential and will not be made available to any unauthorized user. Your participation in this study is completely voluntary. Should you not wish to continue during the research project, you are free to withdraw at any time. Precautions will be taken to ensure that you will not be harmed in any way by your participation in this research. You will be given an opportunity to verify the transcription of the interview.

#### **DURATION OF INTERVIEW:**

This is a semi-structured interview that should take no longer than 45 minutes. I could ask you to expand or explain some of your answers.

The interview will be recorded and then transcribed. I will arrange a follow-up meeting during which you will be given the opportunity to verify the information provided during the interview.

During the interview I will also be making notes as the discussion progresses.

## BIOGRAPHICAL AND DEMOGRAPHIC INFORMATION:

### SECTION A: SCHOOL INFORMATION

1.

<b>Section 21</b>		<b>Non-Section 21</b>	
-------------------	--	-----------------------	--

2.

<b>Fee paying</b>		<b>Non-Fee-paying</b>	
-------------------	--	-----------------------	--

3.

<b>Number of learners</b>	
---------------------------	--

4.

	<b>GDE</b>	<b>SGB</b>
<b>Deputy Principals</b>		
<b>Heads of Department</b>		
<b>Master/Senior Educators</b>		
<b>Post level 1 Educators</b>		

5.

<b>Annual income: State</b>	
<b>Annual income: School fees</b>	
<b>Annual income: Other</b>	

6.

<b>Budgeted amount for staff development</b>	
--	--

## SECTION B: PARTICIPANT INFORMATION - HOD

1.

Post level 1		Years experience	
Post level 2		Years experience	
Post level 3		Years experience	
Post level 4		Years experience	
Post level 5		Years experience	

2.

Professional qualification	
Academic qualification	

3.

SUBJECT DEPARTMENT	
--------------------	--

4.

Subjects taught	1.
	2.

5.

Number of staff in department	
-------------------------------	--

## SECTION C1 – STAFF DEVELOPMENT: SEMI-STRUCTURED INTERVIEW - HOD

1. What do you understand 'professional development' to be?
2. How do you see your role in the professional development of educators?
3. Have you received any training to do professional development? Who provided this training?
4. What professional development programmes do you use in your department?
5. In your experience, how do the professional development programmes mentioned in question 5, benefit the educators in your department?
6. What resources are available to do professional development of educators in your department? Elaborate.
7. How and to what extent, and by whom are you supported in your role as professional developer of educators in your department?
8. To what extent do you perceive yourself as being pro-active in the professional development of educators in your department?
9. What factors, in your opinion, inhibit the effective professional development of educators in your department and school?
10. How are subject heads, grade co-ordinators, senior educators and master educators utilised to professionally develop educators in your department?
11. What assistance is given by you and your staff to beginner educators in your department?
12. What do you think could be done to improve professional development in your department?



