

The expectations of school governing bodies with respect to educator workloads: An education labour law analysis

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ABSTRACT

Decentralisation remains a preferred instrument of education reform policies throughout the world. In theory, decentralisation shifts power and authority from the state at national level to the school community at local level. In South Africa, a decentralising initiative in education was the promulgation of the South African Schools Act, No 84 of 1996, which provided parents with an opportunity to share in the governance of a public school by being elected to serve on its school governing body.

In this context, it appears that members of school governing bodies hold unique sets of expectations when serving on a school governing body. Expectations may influence the nature and type of education to which a particular school community aspires and may consequently influence the workloads of the educators at that school. A primary search of national and international literature on governing bodies provides numerous descriptions of governmental intentions with respect to governing bodies but the expectations that governing body members have of educators, appears to be a neglected field of empirical enquiry. This study therefore examines public primary school governing body functions in the light of prevailing education labour law and other relevant law.

The findings emerging from open-ended questionnaires completed by members of school governing bodies, time-use diaries recorded by educators and interviews with principals together with an analysis of prevailing education labour law and other relevant law consistently show that the workloads of educators who teach at public primary schools situated in middle-class contexts have intensified. There appears to be a variety of factors, which singularly and collectively contribute to the intensification of educators' workloads. Among these are the increasing expectations of parents, differences in the conceptual understanding of professionalism, marketisation and managerialism arising from decentralisation and the principal's leadership style. The findings point to sport and professional development as the core duties, which demand a great deal of educators' time and appear to militate most on educators' private lives. Moreover, this research has provided conclusive evidence that despite the fact that school governing bodies' expectations of educators are aligned with prevailing education labour law and other relevant law, the open-ended nature of such law, together with omissions and silences, allows legal space for individual and contextual interpretation and implementation. It is therefore, the most prominent factor contributing to the intensification of educators' workloads.

LIST OF KEY WORDS

1. Decentralisation
2. School Governing Body
3. Expectations
4. Educator Workload
5. Core Duties
6. Education Labour Law
7. Alignment
8. Intensification
9. School Governance
10. Professional Management

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LIST OF ADDENDA

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CHAPTER ONE

INTRODUCTION TO THE RESEARCH

1.1 Introduction

The **purpose** of this research is to determine the expectations that the governing bodies of public primary schools situated in middle-class contexts hold of the work of educators, judged in the light of prevailing education labour law and other relevant law. Specifically, this study examines school governing body expectations with respect to educator workloads and the degree of alignment between such expectations and prevailing labour law as it applies to educators.

The corresponding **research questions** guiding this study are the following:

- What do members of governing bodies of public primary schools situated in middle-class contexts expect of educators with respect to educator workloads?
- What are the rules and regulations governing educator workloads as established in prevailing education labour law and other relevant law?
- To what extent is there alignment or divergence between governing body expectations of educator workloads and what is expected within prevailing education labour law and other relevant law as it affects the work of educators?
- Which core duties appear to contribute most to the intensification of educators' workloads?
- What are the reasons for the apparent intensification of educators' workloads?

1.2 Rationale

In theory, decentralisation in education shifts power and authority from the state at national level to the school community at local level. In South Africa, a decentralising initiative in education was the promulgation of the South African Schools Act, No 84 of 1996 (SASA), which provided parents with an opportunity to have a voice in school governance. SASA enabled parents to elect a group of parents who would represent them on the school governing body. In this context, it appears that members of governing bodies hold unique sets of expectations when serving on a school governing body. Expectations may influence the nature and type of education to which a particular school community aspires and may consequently influence the workloads of the educators at that school. A primary search of national and international literature on governing bodies

provides numerous descriptions of governmental intentions with respect to governing bodies but the expectations that governing body members have of educators, appears to be a neglected field of empirical enquiry. This study therefore examines school governing body expectations and functions in the light of prevailing education labour law and other relevant law.

1.3 Conceptual Framework

In this section, I shall elucidate the **core concepts** governing this study, their meanings and relationships as they apply to an education labour law analysis of teacher workloads.

The Review of School Governance (2004:22) states that centralisation and decentralisation are fundamentally about questions of authority and accountability. Governance in a centralised structure produces the centralisation of power at the centre or the highest level of government, while decentralised governance structures provide for the distribution of authority and accountability at various levels of the system.

In other words, decentralisation involves the devolution of power, authority and accountability from a centralised structure, which is government, to a decentralised structure at local level, such as a school. The South African Schools Act, No 84 of 1996, states that a school governing body exists within a relationship. The relationship includes the parents and learners on the one hand, and the school, principal and educators on the other. The primary function of school governing bodies, in terms of section 16(2), involves the governance of the school and is limited to the functions listed in the various sections of SASA.

The South African Schools Act, No 84 of 1996 (SASA) sets out its objectives in the Preamble of the Act as follows:

- To provide for a uniform system for the organisation, governance and funding of schools;
- To amend and repeal certain laws relating to schools;
- To provide for matters connected herewith.

Government's main intention with SASA was not only to lift education out of its historically divided and unequal past but to ensure the devolution of power, authority and accountability to parents and simultaneously promote the principles of access, redress, equity and democratic governance in South African schools. In light of this, the parents of a school elect the members of the governing body to represent them in decision-making processes and governance functions. The manner in which the members interpret and implement SASA, as unique individuals

and as a composite group, may have an effect not only on the ethos and organisation of the school but on the workloads of the educators too.

Although there appears to be limited empirical data available on what members of school governing bodies expect of educators, one may assume that members will uphold personal and specific sets of expectations of what it means and entails to serve on a school governing body, owing to their heterogeneous personalities, experiences, prospects, demands, requirements or wishes. It may be plausible that members contemplate different agendas or aims of what they aim to achieve in the school during their term of office. This study, therefore, takes into account that multiple settings, contexts and compositions of school governing bodies may exert a profound influence on the expectations a governing body may hold of educators.

In this regard, Creese & Earley (1999), refer to research conducted by the Office for Standards in Education (Ofsted) on school governance in England in 1998. The Effective Governing Body Exercise of the Oxfordshire Local Education Authority 1998 (LEA) as demonstrated by Creese & Earley (1999:8), groups governing bodies into four distinct categories: the abdicators, adversaries, supporters club and partners. The Effective Governing Body Exercise indicates that one way of considering the performance of a school governing body is to assess it on two criteria. The first criterion is the level of support it gives to the school and the second is the level of challenge it provides. I understand the concept “challenge” to imply that somebody is required to do something. The Collins English Thesaurus (1992:71) lists “demand”, among others, as a synonym for the noun “challenge”. It is in this sense that I equate challenges with expectations. It is clear that all four of Creese & Earley’s categories demand high expectations of educators, but in different ways.

1.3.1 The Abdicators

A key phrase of this category of governing body members is, “We leave it to the professionals” (Creese & Earley, 1999:9). The abdicators neither support nor challenge their schools. They maintain limited contact with the school and educators. It appears they hold high expectations of educators because they expect educators to manage all the facets of education and teaching. They believe that educators know everything about education and leave most of the decision-making to them.

1.3.2 The Supporters Club

According to Creese & Earley (1999:9), the supporter club’s key phrase is, “We’re here to support the head”. These governors have delegated

control to the head who takes all the decisions. They do not know many of the educators and spend a lot of time discussing the school environment. They offer a lot of support and advice, but little challenge. In other words, they hold extremely high expectations of the principal and educators.

1.3.3 The Partners

The partners offer the staff a great deal of support but are not afraid to ask educators to account for their actions. There is mutual trust and respect. The school governing body works in partnership with the principal and educators, and all have a clear understanding of their respective roles. In this way, conflict may be minimised. One may view the partners as the ideal governing body.

1.3.4 The Adversaries

Adversaries offer little support but challenge educators at every opportunity. They visit the school often and keep a close eye on all aspects of the work of school. They are frequently critical of what they see and seek to make all the decisions about the running of the school. The expectations of these governing body members appear to be so high, that they may have a detrimental effect on educators and learners. It also appears that these types of expectations may border on interference.

The typologies of Creese & Earley are relevant to this study since they provide a framework by which one is able to identify a number of the characteristics of school governing bodies. The most striking characteristic, which all the categories appear to share is that school governing bodies comprising abdicators, supporters and adversaries hold high expectations of educators. High expectations may directly contribute to the intensification of educators' workloads.

1.3.5 School Governance in the South African Context

In this section, I refer to empirical research conducted in South Africa in 2004, which focused on school governance. The task group that conducted the empirical research published its findings in the Review of School Governance (Soudien Report, Department of Education, 2004). Significant aspects that pertain to school governance emerged from the review report. One of the most prominent aspects relevant to this study is **Roos' typology of school governing bodies**, in which he describes four categories of school governing bodies, which have emerged since 1994 and that are similar to the categories expounded by Creese & Earley. He categorises them as follows:

- The **traditional type** of governing bodies, which existed in schools before 1994. They had little authority and merely acted as a rubber stamp for the principal.
- A small number of governing bodies are **working in the spirit** of the legislation and creating new relationships between parents and school managers.
- Governing bodies emerging mainly in ex-HOA schools that operate according to a **corporate discourse**. They see themselves as boards of directors that, as in any other enterprise, have the job of setting the direction of the school. In this model, the principal is the Chief Executive Officer (CEO) with the responsibility of day-to-day operations.
- Governing bodies, also mainly found in ex-HOA schools, where the discourse is essentially that of micro-management. These governing bodies operate like **boards of control** (Review of School Governance, 2004:98).

In Table 1.1, I present a tabulated comparison between the typologies of school governing bodies identified and described by Creese & Earley in the international context and Roos in the South African context.

Table 1.1 Comparisons of Typologies of School Governing Bodies Identified and Described by Creese & Earley and Roos.

| CREESE AND EARLEY | Description | ROOS | Description |
|--------------------------|---|-----------------------------|--|
| The Abdicators | Believe that educators know everything about education and leave most of the decision-making to them. | Corporate type. | Boards of directors that have the job of setting the direction of the school. |
| The Supporters Club | Delegate control to the head who takes all the decisions. | Traditional type. | Existed before 1994. They had little authority and merely acted as a rubber stamp for the principal. |
| The Partners | Offer the staff a great deal of support but are not afraid to ask educators to account for their actions. | Working in the spirit type. | Create new relationships between parents and school managers. |
| The Adversaries | Offer little support but challenge educators at every opportunity. | Boards of control type. | Discourse is essentially that of micro-management. |

A second prominent aspect that emerged from the Review of School Governance (2004) is that in the South African context there appears to be a dichotomous type of inactive, uninvolved parents in certain communities who have abdicated their parental roles in the education of their children entirely to educators. It appears that socio-economic and historical factors may play a significant role in this perceived lack of parental support. According to the Review of School Governance (2004: viii) parents serving schools in poverty-stricken and rural areas of our country may lack competencies concerning the key dimensions of school governance. Consequently, problematical relationships between educators and under-educated parents may arise. Some parents may avoid involvement in the school community owing to deficient knowledge or

feelings of inadequacy. It follows that deficient knowledge, competencies and experience on the part of parents may be a source of misconceptions and conflicts between parents and educators around the meanings of governance and the professional management of the school.

Kirss (2004:8) asserts that “disconnected parents, generally working-class” are often unfairly accused of not being interested in the education of their children. This is not an accurate assumption. They “do care very much”. They appear “detached from the market owing to their possessing much less cultural capital”.

In contrast to the parents described above, it appears that some parents who reside in relatively affluent contexts may become excessively involved in the administration, governance and management of the schools in their communities, which supports my claim that school governing bodies of public primary schools in middle-class contexts hold high expectations of educators. I include the following significant citation:

Ex-HOA¹ (House of Assembly) school governing bodies are very different in so far as they have large numbers of middle-class and professional people represented on them. In the seven schools studied in this category, all the parents were educated. Most of the school governing bodies had business people and professionals, such as lawyers and accountants. Important about this phenomenon in these schools, is that not only do these schools have a capacitated layer of parents to draw upon, but these kinds of parents are actually running their school’s governing bodies. Again, it is hardly a surprise that this is the case. Middle-class parents, as any sociology textbook will make clear, place a great deal of store in the process of education (2004:55).

In the following two sections, I present a brief social profile of the South African middle-class and explain what I mean by the concept “middle-class” in the South African context and its implication for this study.

1.3.5.1 The Conceptual Definition of “Class”

The concept “class” refers to style or sophistication. It is the social, structural position groups hold relative to the economic, social, political and cultural resources of society. Class determines the access different

¹ Ex-HOA (House of Assembly) refers to the department responsible for white schools in the pre-1994 period.

people have to these resources and puts groups in different positions of privilege or disadvantage. Class standing determines how well social institutions serve the members of the class. Prominent indicators of class are income, wealth, education, occupation and place of residence. (Andersen & Taylor, 2006:214-215).

The Collins English Dictionary (1979:933) defines the concept “middle-class” as a “social stratum that is not clearly defined but is positioned between the lower and upper classes. It consists of businesspersons, professional people and their families who hold a certain set of values.

1.3.5.2 The Emergence of South Africa’s Middle-Class

According to the Internet website www.southafrica.info (29 January 2007:1), South Africans are among the most upwardly mobile people in the world. It appears that definitions on social class no longer centre on issues of race as they traditionally did in the past. The findings that emerged from studies conducted by the University of Cape Town’s (UCT) Unilever Institute indicated that 45% of the roughly 2 500 adults surveyed see themselves as middle-class. These respondents were described as ambitious and optimistic about South Africa’s future. “They see there has been huge progress economically and they see an abundance of opportunities and facilities available to them”. It would be plausible to consider many of these opportunities and facilities to be educational in nature. The findings from this survey therefore suggest that middle-class South Africans may, as averred by the Review of School Governance, “place a great deal of store in the process of education” (2004:55).

1.3.5.3 The Implications of Class for School Governance

The following statement by Roos in the Review of School Governance (Soudien, Department of Education, 2004:99) has a sense of urgency about it:

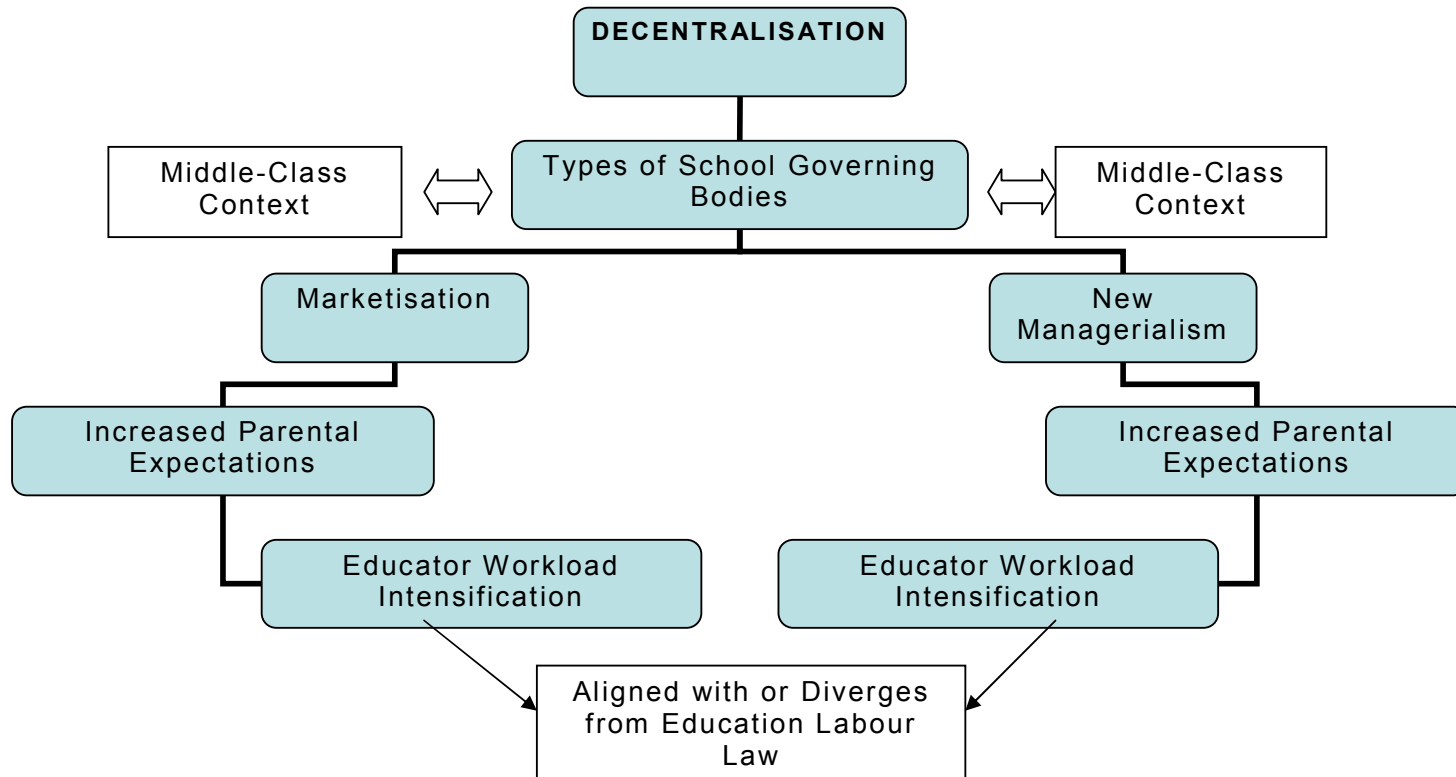
Troubling though, are the school governing bodies, particularly in ex-HOA schools, but also in other schools, where the professionals have seized control of the schools and have begun to dictate to the educators how they should manage their professional responsibilities. This is not acceptable and calls for urgent attention. (Soudien, Department of Education, 2004:99).

If Roos’ allegations are true, I need to conduct research, firstly to investigate what governing body members who represent the parents of middle-class school communities expect of educators with respect to their

workloads. Secondly, I need to examine the rules and regulations governing educators' workloads to determine whether they are in alignment with education labour law. In other words, I need to determine the extent to which educator workloads correspond with or diverge from education labour law.

Figure 1.1 below demonstrates the manner in which the core concepts that I have discussed relate to and link with the purpose of the study.

Figure 1.1 Core Concepts in Relation to the Study



1.4 Research Questions

I formulated and stated the research questions that guide this study in par. 1.1 above.

1.5 Aims of the Study

In this section, I state the overall aims of the study as they crystallised during my preliminary reading and thinking about the research problem. My specific aims for this study include:

- To investigate what members of governing bodies of public primary schools situated in middle-class contexts expect of educators with respect to educator workloads.
- To examine the rules and regulations governing educator workloads as established in prevailing education labour law and other relevant law.
- To determine the extent of alignment or divergence between governing body expectations of educator workloads and that, which is expected within prevailing education labour law and other relevant law as it affects the work of educators.
- To identify the core duties that appear to contribute most to the intensification of educators' workloads.
- To explore the reasons underpinning the apparent intensification of educators' workloads.

1.6 Working Assumptions

My primary working assumptions are that members of governing bodies of public primary schools situated in middle-class areas generally tend to enjoy a high social standing within the community because they are often well educated and people perceive them as successful. A large number of parents are experts in their professions and are aware that high standards and quality education are of paramount importance to the future of their children, and they therefore tend to place high demands on educators to deliver high quality teaching and learning.

However, some members of a school governing body tend to appear adversarial in their approach and in respect of their expectations of educators. They may frequently visit the school and appear to “check up” on educators. The educator may interpret their frequent visits as interference in the professional management of the school, which may result in uncalled for conflict. It is reasonable and acceptable for parents to expect educators to be totally dedicated and fully involved in all aspects of teaching and learning but excessive expectations and demands may negatively affect the quality of education we strive to improve.

Another working assumption, which I intend to explore in this study, is that the apparent broadening and increase in governing body and parental expectations has necessitated educators who teach at public schools situated in middle-class contexts to devote more time to administrative duties and extra-mural activities than they did in the past. The apparent intensification of their work in these areas leaves them less time to plan and prepare lessons with the necessary care and interest and to mark and assess learners' work. Educators may attribute the increase in the time they devote to administrative duties to frequent curriculum changes and new methods of lesson planning, preparation, presentation and assessment. They may attribute their increased involvement in fundraising activities to the need for self-managed schools to maximise their income because of reductions in state funding and subsidies. Educators also appear to devote a large portion of their time to extra-mural activities owing to the importance placed on sport in many middle-class schools. In South Africa, sport may be regarded as a lucrative "industry" in its own right. Middle-class parents appear to believe that sport offers employment opportunities and may therefore expect their children to have access to a variety of sports and high standards of coaching. In light of the above-mentioned assumptions, governing bodies and parent associations in some schools plan fundraising, cultural and sporting activities, which often involve the participation of educators.

Educators are sometimes responsible for the administrative and organisational aspects of fundraising, cultural and sporting activities, which may be time-consuming and may encroach on scheduled teaching and learning time. My assumption and concern is that if educators commit themselves to too many activities their workloads will intensify and they may in future devote less time to teaching and classroom management, which is their primary function. Significant intensification of educators' workloads may hold negative effects for educators and learners, as well as for education.

It is unfortunate that learners may ultimately bear the negative effects of the intensification of educators' workloads. The most compelling negative consequence will be the decline in the quantity of teaching time and the quality of learning. In addition, unlike most other professions, educators do not have an official lunch hour and many extra-curricular activities and staff development courses begin directly after school and continue until late afternoon or early evening. Once at home, educators need to prepare lessons or mark and assess learners' work for the following day. This means that educators often work more than 12 hours per day. The threats and repercussions of educator burnout and stress have received much attention in the literature dealing with educator workloads (See § 2.3).

The second negative effect of educator workload intensification is that overworked educators may become disillusioned and seek employment opportunities in other sectors, outside of education, which could result in a loss of experienced educators and high educator turnover. High educator turnover could hinder and delay the development of teamwork in the school, as “old staff” and “new staff” members need time to know and understand each other, in order to work together effectively. Learners’ routines may be disrupted and their sense of security affected, as they will constantly need to adapt to different ways of working and establish new relationships of trust with replacement educators. A further negative effect of high educator turnover is that schools may lose the services of experienced or talented educators, which is detrimental to the maintenance of quality in education, the ideal for which partners in education continually strive. It would seem, therefore, that current South African labour law creates a space in which governing bodies could influence the workloads of educators. I therefore argue that there is a possibility that governing bodies’ use of such space might militate against children’s right to education and even the best interests of children.

1.7 Research Design and Methodology

This section of the chapter covers the research design, approaches, methodology, data collection instruments and strategies and data analysis procedures, which I intend implementing in my research.

It is important to note that one should refrain from viewing the research design as being rigid or “cast in stone”. The research design needs to be flexible to accommodate changes or alterations, should the circumstances require it.

Mouton (1996:108) is of the opinion that the rationale of a research design is to plan and structure a research project in such a way that the eventual validity of the research findings is maximised through either minimising or, where possible, eliminating potential error.

1.7.1 Data Collection Approaches and Methods

I justify my decision to use qualitative inquiry as opposed to quantitative methods as follows: I intended to explore and understand the expectations that school governing bodies have of primary school educators at public schools in middle-class contexts and compare them to the actual duties and responsibilities performed by educators on a daily basis. I therefore do not intend implementing a quantitative research paradigm since a quantitative inquiry would prove to be unsuitable for my research. I shall, should the need arise, include some quantitative and

statistical data gathered by means of one of my data collection instruments, namely the educator time-use diary (See § 1.7.7).

1.7.2 Ethical Clearance and Considerations

In compliance with the ethical considerations, I firstly completed and submitted the ethical documents required by the Ethics Committee of the University of Pretoria for their consent. In these documents, I undertook to ensure that the names of the schools included in the sample, as well as all the participants in the study, remain confidential. I assured the participants that I would keep their names, the names of their schools and their responses to the open-ended questionnaires and educator time-use diaries anonymous and confidential in the letters of informed consent, which they would need to authorise.

1.7.3 Approval for the Research

I obtained permission from the Western Cape Education Department to conduct this study before commencing with the data collection. I e-mailed a letter in this regard to the Head of Research at the Western Cape Education Department.

1.7.4 Gaining Access to the Research Samples and Sites

I compiled a list of the names, telephone numbers and addresses of public primary schools situated in middle-class contexts, which I identified as potential participants. The primary schools, which I identified, were located in middle-class contexts of Paarl and Wellington, Durbanville, Bellville and Cape Town, Stellenbosch and Somerset-West, and were situated in the Western Cape Province. I selected the schools in these areas for convenience reasons because they are middle-class areas and because I reside and work in the area. I contacted the principals of these schools telephonically to make appointments with them. On the appointed day and time, I briefly explained the purpose of my research to the principals and asked their consent for me to conduct my data collection at their schools. I made appointments with as many principals as possible to ensure that I was able to collect adequate and meaningful data, since I anticipated that there might be principals who might be unwilling to assent for various reasons.

1.7.5 Obtaining the Participants' Consent

At my initial appointment with the school principals, I firstly introduced myself and explained the reason for my visit. I explained my intentions with my research and handed them the letters of consent for the Principal (Addenda C and F on attached CD-Rom) for their perusal. If the principals

approved and granted me permission to collect data at their schools, I provided them with the letters of informed consent for the members of the governing body (Addenda A and D on attached CD-Rom) and the educators (Addenda B and E on attached CD-Rom) to sign. Thereafter, I handed them the open-ended questionnaires (Addenda G and H on attached CD-Rom) and the educator time-use diaries (Addenda I and J on attached CD-Rom), which the participants would complete.

1.7.6 Sampling

The first component of the purposive sample comprised members of middle-class public primary school governing bodies, who represented the parent community of the school. The second component of the sample comprised five post level 1 educators, who taught at each of the schools. It would have been ideal if the educators could have been of both genders, teaching in the Foundation, Intermediate and Senior Phases of the schools. I did not intend including promotion post educators in the sample, as heads of department and deputy principals have increased workloads due to the nature of their management positions. I asked the school principals to select the sample educators on my behalf for three reasons. Firstly, I did not intend to undermine the principals' authority as heads of the schools, by approaching the educators directly. Secondly, I needed to work strictly according to the ethical considerations set out in my informed letters of consent. Thirdly, I assumed that the principals knew the educators well and would therefore select reliable educators in each phase that would provide me with meaningful data.

1.7.7 Data Collection Instruments

I collected empirical data using two data collection instruments, namely an open-ended questionnaire and an educator time-use diary.

1.7.7.1 The Open-Ended Questionnaire

I asked the members of the school governing body to complete open-ended questionnaires. The primary goal of the open-ended questionnaire was to collect data on the expectations that members of school governing body hold of educators.

The questions I formulated and included in the questionnaire specifically focused on the following core duties of educators:

1. Planning and preparation of lessons.
2. Teaching lessons, marking learners' work, feedback and assessment
3. Classroom management and discipline.
4. Extra-mural and co-curricular duties.

5. Pastoral duties (playground, detention, scholar patrol, etc.).
6. Administrative duties.
7. Professional duties and development (meetings, workshops seminars, conferences, etc.).

A secondary purpose of the open-ended questionnaire was to identify and describe characteristics within the members of the governing body, which would enable me to compile a professional profile, which I might be able to link to the typologies of Creese & Earley and Roos previously mentioned in the literature review.

1.7.7.2 The Educator Time-Use Diary

I asked educators² to record time-use diaries detailing the time they spent on all their duties and responsibilities for a period of two weeks. I structured the educator time-use diary according to the same core duties and responsibilities, which I included in the open-ended questionnaire.

In support of my choice of time-use diaries as a data collection method, I cite Naylor (2001:3), who reports that a quite different perspective is contained in data gathered from studies, in which educators recorded their time-use in diaries as opposed to estimating time-use in surveys. Naylor found that when educators estimate their time-use, as compared to actually recording it, workload estimates appear consistently lower than time-use diaries reveal. Naylor (2001:3) suggests that educators appear to underestimate their own workload when they complete surveys or questionnaires.

1.7.8 Management of the Raw Data

I initially managed the raw data by opening separate folders or files for each of the theme topics based on the core duties I wished to explore and which I expected the participants would refer to in the raw data.

1.7.9 Data Analysis

I analysed the data by means of content and document analysis. I began the data analysis by reading all the open-ended questionnaires and educator time-use diaries to gain an overall impression of the data.

Once I had read the questionnaires and studied the time-use diaries, I colour coded and highlighted units of meaning contained in key phrases or sentences. I also wrote key words and brief notes in the margin on the same page. I expected themes to emerge from the data. There was a

² In this study, the term educator included both male and female genders.

possibility that unexpected codes and categories might occur, which I had not considered. Once I completed the process of reading and coding, I intended to conduct member checks whereby participants would be able to verify my notes and comment on my interpretation, to ensure that they agreed with the meanings I assigned to the codes and categories.

1.7.9.1 Content Analysis of the Data

I used content analysis as an initial procedure of data analysis. I translated all the questionnaire responses that I needed to quote from as all the participants responded to the questions in Afrikaans. I began the initial content analysis by attentively reading the questionnaires to ensure that I understood their contents. Next, I identified and grouped semantically related words or themes in the raw data, which appeared under each of the core duties. I categorised the related words and themes by colour coding each of them. I followed the same procedure with the educator time-use diaries.

1.7.9.2 Document Analysis of the Data

After the initial content analysis, I continued with the document analysis, which required an in-depth description of the deeper meaning of the data. I scoured and mined the data, looking for striking similarities, differences, relationships, peculiarities, clusters of data and patterns in the data. During the analysis of the questionnaire and time-use diary data, I tried to achieve a thick description by asking and answering the following questions:

- What are the relationships in meaning between the categories?
- What do they say together?
- What do they say about each other?
- What appears to be missing?
- How do they address the research question?
- How do these categories link with what I already know about the topic?
- What is in the foreground?
- What has moved to the background?
- Do I need to gather any additional data?

1.7.9.3 Data Interpretation

Once I was satisfied, that the data analysis was complete and that I could no longer add to the categories, I commenced with the data interpretation. Data interpretation is a complex process, as it requires the researcher to question what is important in the data, why it is important, and what the researcher can learn from it. In order to interpret the data, I needed to assign meaning to the various similarities, differences, peculiarities, relationships and patterns evident in the data and use it to form an

argument and discussion. The argument and discussion centred on each category, with support from the literature review and theoretical framework. I needed to justify and substantiate my arguments to prove that I had explicitly linked my findings to my research questions.

1.8 Reliability and Trustworthiness

The two most important questions asked of any research project often relate to the reliability and trustworthiness of the research findings. In an attempt to maximise the reliability and trustworthiness of my research, I implemented an audit trail and kept a journal in which I recorded memos and details of the manner in which I collected, organised, analysed and interpreted the data. I tried to, as far as possible, conduct member checks with the participants during the data analysis and interpretation phases of the study, to confirm that I had captured the context, tone and meaning of their responses correctly, as they intended.

1.9 Significance of the Research

Findings from empirical research conducted by the Education Labour Relations Council (ELRC) in collaboration with the Human Sciences Research Council (HSRC) and which was published in *The Report on Educator Workload in South Africa (2005)*, point to a gap or silence in the scholarship on educator workload in South Africa:

These debates are well rehearsed in the South African literature, where many parallels have been drawn. There is a well-known body of South African literature that has drawn attention to the impact of post-apartheid curriculum, assessment and teacher policy change on educators' working lives. But neither this literature, important as it is in identifying the problem, nor the large number of unpublished theses by students that suggest that workload is a key concern, explicitly address the relationship of workload against national and international policy on workload or examines the latter in relation to actual workloads carried in day-to-day practice. Nor do they theorise and explain it. Amongst the sixteen theses on the topic since 1994, for example, there is an emphasis on stress levels and coping styles of educators in secondary, township schools dealing with outcomes-based education and special education, but little examination of the reasons for and content of increased workload, how this might vary across different provinces, types of schools, age and experience of educators, what the impact is on time-use

and what educators themselves propose as solutions
(Report on Educator Workload, 2005:42).

The findings arising from this study are likely to contribute to a narrowing in the scholarship gap described above. It will be the first of its kind in South Africa to examine the possibility that labour provisions could enable school governing bodies to impact on the labour rights, work lives and workloads of educators as well as the expectations of school communities. It may be significant for the governing bodies and educators of self-managed schools overseas, which are managed in a similar way to South African public schools. This study may hold international significance for theories regarding educator workloads and labour law.

1.10 Conclusion of Chapter One and Preview of Chapter Two

The primary purpose of Chapter One is to introduce the reader to my study and to clarify the intellectual puzzle, which has motivated me to pursue this research theme.

Secondly, Chapter One serves to present the research question arising from the intellectual puzzle and which guides this study.

Thirdly, this chapter also explained the rationale, conceptual framework and working assumption underpinning this study, as well as the research design and methodological procedures, which I intend to utilise in the research.

In Chapter Two, I shall present my “Three Domain Model of Literature with Foci on Educator Workload”, in which I review international and South African literature with specific focus on educator workloads. I also review pertinent prevailing education labour law and other relevant law, which relates to my research question.

CHAPTER TWO

THE THREE-DOMAIN MODEL OF LITERATURE WITH FOCI ON EDUCATOR WORKLOAD

2.1 Introduction

In Chapter Two, I intend to briefly describe the approaches I used to gain access to the available literature. Thereafter, I shall present my three-domain model of literature with foci on educator workload. The first domain of the model focuses on a review of international literature. The second domain of the model focuses on South African literature dealing with educator workloads and in the third domain I expound the most recent and pertinent education labour law and other relevant law, which relates to my research question.

2.2 Approaches Used in the Literature Search and Review

I initiated the literature search by implementing all the electronic search methods available at the university's library, which included a search of books, reports and journal articles, published internationally and in South Africa. I also accessed the Internet by means of a "Google" search using the keywords in the title of my study, namely governing body, expectations, teacher/educator workloads and labour law. I learned that one of the more effective means of accessing valuable additional literature was to examine the bibliographies of the books, reports and journal articles I had accessed in my original search. My intention was to include only literature based on the findings of authentic empirical research conducted by scholars worldwide, which would lend more credibility to my literature review. I discovered countries such as Canada, United States, England, Australia and New Zealand are at the so-called "cutting edge" of empirical research into educator workloads. South Africa, by contrast, has conducted limited empirical research on this topic, particularly in the educator labour law context.

During the process of compiling and writing the literature review, I decided to apply the first two categories mentioned in an article by Boote & Beile (2005:8), namely coverage and synthesis, which they believe are the essential elements of a good literature review.

2.2.1 Category 1 - Coverage

The term “coverage” implies that the researcher must justify the inclusion and exclusion of literature. The researcher must determine the topicality, comprehensiveness, relevance, currency, availability and authority of the literature.

2.2.2 Category 2 - Synthesis

In this category, the researcher is required to examine the literature to distinguish between what has been done and what needs to be done. In respect of coverage and synthesis, a preliminary literature review of governing bodies provided me with valuable information regarding different aspects of school governing bodies. A significant portion of the literature dealt with the functions, duties and responsibilities of governing bodies and the main features of effective governing bodies.

These, to a large extent, indicate what policy-makers intended governing bodies to do. The relationship between the principal and governing body has also been researched by numerous scholars and receives adequate attention in both international and South African publications.

The relationship between educators and the governing body has not been comprehensively investigated in the literature. One or two references at most emphasise the importance of a positive relationship between educators and governing bodies. I was unable to locate any literature, which specifically dealt with the expectations that members of school governing body members hold of educators.

2.3 First Domain: International Literature with Foci on Educator Workload

In the first domain of my literature review, namely the discussion of the international literature, I accessed the work of scholars who have published findings of numerous empirical investigations focusing on educator workloads. Some of the findings of these empirical investigations were, however, not pertinent to my research question as they primarily focused on the physical and psychological effects of educator work overload, such as educator burnout and stress. There was, however, sufficient literature available that linked education reform strategies to the intensification of educators’ workloads.

2.3.1 The Three-Domain Model of Dinham & Scott

The empirical investigations of Dinham & Scott (2000:3-14) hold particular significance for this research since they specifically address the increased expectations that society is at present placing on educators.

They report their findings on a series of studies conducted internationally, specifically in Australia, England, New Zealand and the USA and which arose from the “Teacher 2000 Project”, which was intended to measure, among others, the levels of job satisfaction and dissatisfaction among educators.

A key outcome of the project was the development of a “**three-domain model**”, which highlights the ways in which societal based factors influence educator career satisfaction, dissatisfaction and stress.

Table 2.1 Summary of the Three-Domain Model of Dinham & Scott

| DOMAIN | FOCUS AREA |
|---------------------|---|
| 1. Macro Level | The rush to reform education in an effort to improve teaching outcomes and learner performance |
| 2. Micro Level | A series of related studies, which questions whether imposed reform strategies have had a positive or negative effect on educational outcomes and educator well-being |
| 3. The Third Domain | Factors outside the control of educators and schools |

The model’s first domain is situated in **The Macro Level**, which focuses on “**The Rush to Reform Education**”. In the countries mentioned, the 1980s was characterised by “a rush of simultaneous, educational reconstruction in an effort to improve teaching outcomes and learner performance”. Dinham & Scott (2000:2) refer to Beare (1991:13) who claims that these reforms did not begin as curricular changes but very quickly honed in on the control and governance of schools. In short, the reforms were seen to be political since they tended to target the management of schools. This resulted in an almost universal trend towards school-based management.

In South Africa’s historical and political context prior to 1994, the administrative structures of education were based on four separate education administrations, namely; the House of Assembly (HOA) for “White” education, the Department of Education and Training (DET) for “Black” education, the House of Delegates (HOD) which administered “Indian” education and the House of Representatives (HOR) which controlled education for “Coloured” people. In the early 1990’s, the Minister of Education in the House of Assembly consulted parents

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regarding the type of racial integration they needed to consider for their traditionally “whites only” schools. Parents’ selection of a particular model for racial integration in schools paved the way to a new approach to school governance (Review of School Governance, 2004:28). The new approach to school governance resulted in the “model C” school initiatives.

However, far-reaching reform strategies were duly imposed on the South African education system following the 1994, post Apartheid, democratisation of South Africa. The implementation of the South African Schools Act, No 84 of 1996, provided parents with a mandate in a decentralised system of school-based management by providing the legal framework for the formation of school governing bodies. According to Beare (1991:20-24), the key question arising from the emphasis on reform, restructuring, managerialism and politicisation is the degree to which these pressures have influenced classroom educators and teaching.

The Micro Level of Dinham & Scott’s model contains “**A Series of Related Studies**”, which questions whether imposed reform strategies have had a positive or negative effect on educational outcomes and educator well-being in general. In New South Wales Australia, during 1994-1995, qualitative researchers interviewed the partners of fifty-seven educators who had resigned from teaching. The open-ended structured interviews were designed to explore the circumstances leading up to the educators’ resignations and whether they thought teaching influenced family relationships. Findings revealed that there were various sources of educator job satisfaction and sources of educator job dissatisfaction. There was consensus that the greatest source of satisfaction was clearly learner achievement and educator accomplishment. Relationships with superiors and educational employers, along with the social standing of educators in society were found to be common sources of dissatisfaction.

Two of the sources of dissatisfaction mentioned by Dinham & Scott (2000:7), which are particularly pertinent to this research, include changes to school responsibilities and management as well as “increased expectations placed by society on schools and educators to solve the problems society seemed unwilling or unable to deal with”.

Principals and other school executives who had resigned referred to a conflict of roles, which arises from the need to provide educational leadership while managing and marketing schools in a competitive climate (Dinham & Scott, 2000:5).

Dinham & Scott (2000:8-9) also conducted similar follow-up studies to determine how teaching influences educators’ family relationships. They

broadly concluded that the major concern for both educators and their partners focused on the increase in workload, particularly administrative workload. In addition, extra-curricular obligations were seen to impinge on family life. There was also a clear feeling that community expectations had increased in recent times and concern for the additional “social welfare” burden that educators and schools now have to carry. The community was perceived as being more critical and less appreciative of educators and schools.

Dinham & Scott (2000:10) furthermore conclude with a comment on “**The Third Domain**” which they claim is largely outside the control of educators and schools:

Knowing the nature, features and intensity of different educational contexts is potentially of great value in understanding how educators and school executives regard their world of work and in predicting how successful or deleterious proposed educational change is likely to be. Like all change, educational change has brought with it intended and unintended consequences.

Some of the new expectations and responsibilities placed on schools and some of the changes wrought have been reasonable and overdue, while others, in the view of many educators, have been intrusive, unreasonable and potentially damaging.

In my opinion, the strength of this report lies in the fact that it reports the findings of an internationally conducted empirical investigation. Although the contexts within which the replication studies were conducted differed from country to country, the methods and data collection instruments, namely structured, open-ended interviews, were the same for all the participants. This implies that the findings may, to a certain extent, be considered reliable and repeatable.

A weakness of the findings, however, is that the study did not appear to take the different class and societal contexts within each country into account. One might be tempted to conclude that since the findings of the replication studies were similar for all educators in the different countries and contexts, these findings may likewise apply to South African educators in the South African context. One must consider the possibility that although the findings appear to apply to schools in middle-class contexts, they may not apply to elite private schools or to schools in the rural or poverty-stricken areas of our country.

2.3.1.1 The Implications of Decentralisation for Schools

In South Africa, one of the positive effects arising from decentralisation and the transfer of authority and power to the school community is that parents are afforded rights and provided opportunities to exert a greater influence over their children's education, a right denied some under the Apartheid system. The Preamble of the South African Schools Act, No 84 of 1996, clearly clarifies the aims of this legislation. It was intended to firstly provide for a uniform system for the organisation, governance and funding of schools. Secondly, it was intended to redress the past system of education, which was based on racial inequality and segregation. Thirdly, it aimed at providing and education of progressively high quality for all learners.

However, in their comparative study of education reform in mainland China and Hong Kong, Chan & Mok (2001:34) hold certain reservations concerning the effectiveness of decentralisation as a quality agent. They cite Tyler, 1985 and Tam & Cheng (1997) who assert:

This strategy of school-based management is based on a particular model of organisation and administration, which assumes that decision-making, is rational, and can be carried out in an orderly manner through decentralisation. Yet in reality, in most cases, school management is subject to the political realities and constraints that are present in each school and in its relations with the school sponsoring body and the education department.

Chan & Mok's view of decentralisation may be interpreted from the perspective that stakeholders in education should not hold excessively high expectations of decentralising initiatives as instruments of improving the quality of education. Chan & Mok (2001:34) state this notion explicitly in their comment, "Indeed, there are serious problems with the managerial approach to education quality when dealing with the human and political dimensions of organisational settings".

A second dimension to the implementation of decentralisation and school-based management, which I need to explore, reveals that these initiatives have also brought about a tendency towards what some educational scholars refer to as "**new managerialism**" as well as a global trend toward educational "**marketisation**", concepts which I shall elaborate on in the following sections.

(i) New Managerialism

One of the more prominent implications of decentralisation for schools worldwide is that governments have shifted the responsibility of financial management and supplementing the school's income to school governing bodies. Taylor (2001:369) discusses four key areas of reform that the Conservative Party introduced in order to develop choice and diversity in English and Welsh schools. The second key area may be compared to similar reform initiatives in South African schools following the 1994 democratic elections. The reform initiative Taylor refers to reads:

The second key area of reforms was the introduction of delegated budgets and management under the legislation on Local Management of Schools (LMS). This allowed schools to decide for themselves how their budgets would be spent.

Similarly, in the South African context, Section 36 (1) of the South African Schools Act, No 84 of 1996 states, "A governing body of a public school must take all reasonable measures within its means to supplement the resources supplied by the State in order to improve the quality of education provided by the school to all learners at the school". Consequently, it appears that some but not all schools have evolved into organisations basing themselves on and pursuing business principles. In other words, schools have become self-managed in most aspects of management, hence the term "new managerialism".

The notion of managing the school according to business principles links with the third type of governing body in Roos' typology, namely the type that operates according to a **corporate discourse** where members of the governing body view themselves as boards of directors that, as in any other enterprise, have the job of setting the direction of the school. In this model, the principal is the Chief Executive Officer (CEO) with the responsibility of day-to-day operations (Review of School Governance, 2004:98).

I propose that in order to fulfil the governance and management functions prescribed by SASA, Section 36 (1) effectively, school governing bodies are required to hone their entrepreneurial, financial management, budgeting and marketing skills and think of creative ways to supplement the school's income. One of my concerns in this regard is whether the persons who have been selected by the parent community to serve on school governing bodies possess the necessary knowledge, skills and competencies required to fulfil their school governance roles efficiently and effectively. To justify my view I cite Caldwell (1999:6) who states:

Education is being transformed, albeit unevenly and at a varying pace from a producer-led, planned system to one more guided by its multiple stakeholders. Required competencies change and more advanced, specialised skills are called for.

Furthermore, in their debate, which focuses on the capacity of the layperson in school governance, Robinson, Ward & Timperley (2003:264) cite Levin (2001) who avers:

The capacity required for performance of legislated governance functions is high in both New Zealand and England, since both jurisdictions have devolved responsibility for staffing, buildings, budgets and many aspects of the programme of teaching and learning.

Similarly, in the South African context, parents are called upon to account for the efficient governance of schools. The Review of School Governance (2003:10) elaborates on the financial and educational competencies parents are expected to demonstrate when serving as members of school governing bodies. These include among others:

- A working knowledge of the South African Schools Act (SASA) and the Constitution as well as the laws and regulations that pertain to education, governance and labour law.
- A precise knowledge and understanding of the manner in which schools work.

However, my concerns appear to be unfounded as Apple (2001:415) raises an entirely different type of concern regarding managerialism in the middle-class by citing Ball et al., (1994):

Middle-class parents have become quite skilled, in general, in exploiting market mechanisms in education and bringing their social, economic and cultural capital to bear on them. Middle-class parents are more likely to have the knowledge, skills and contacts to decode and manipulate what are increasingly complex and deregulated systems of choice and recruitment.

In light of the definition of the concept “middle-class”, which I provided in a previous section (See § 1.3.5.1), I concur with Apple’s view that middle-class parents appear to possess the necessary knowledge, skills and competencies required to fulfil school governance roles efficiently and effectively. Yet, I also wish to argue that stakeholders may need to guard

against over-zealous members of school governing bodies who fit the profile of the third category of Roos' typology, namely:

Governing bodies, also mainly found in ex-HOA schools, where the discourse is essentially that of micro-management. These governing bodies operate like **boards of control**. (Review of School Governance, 2004:98).

In justifying my concern, I draw on Chan & Mok (2001:30) who claim that the force of managerialism and marketisation is closely related to a heightened concern for the quality of services. I equate the concern for the quality of services with parent expectations, which may increase when middle-class parents expect increased quality of services from schools and educators alike.

Power's (1997:348) view on this discourse is compelling for principals and educators who are the professional stakeholders of schools:

The new budgetary responsibilities, which come with self-management status together with the imperatives of central government evaluations, appear to be increasing the workloads for head teachers and principals as they undertake the administrative duties that would previously have been performed at other levels of the system.

In the discussion regarding managerialism in schools, I have shown the dichotomy that exists in parental involvement in South African schools. Parents who may appear to be members of Creese & Earley's Supporters Club and Abdicators (See § 1.3.2), who are disconnected from school communities and entrust most of the decision-making and management functions to the principal and educators, place high demands on educators and therefore hold increased expectations of educators. Likewise, parents who fit the profile of Creese & Earley's Adversaries (See § 1.3.2), who appear over-involved in the school and who experience difficulties in perceiving the boundaries that exist between school governance and the professional management of the school, may similarly place high demands on educators and hold increased expectations of them.

(ii) Marketisation

In regard to marketisation, Ball, in (Bowe, Ball & Gewirtz, 1994:38) avers that education markets "can be exploited by the middle classes as a strategy of reproduction in their search for relative advantage, social advancement and social mobility". I concur with Ball's analysis, as it is

plausible that schools situated in middle-class contexts may compete with each other in the same market and may need to develop sophisticated marketing strategies to attract parents and learners, who are the potential customers. I also aver that one of the reasons for vigorous marketing by schools in middle-class contexts is that some education departments allocate teaching posts and educators to schools according to their enrolment figures. Increased enrolment figures are also accompanied by an increase in income for the school.

To substantiate my claim, Simkins (2000:318) refers to a similar policy framework established in England and Wales under the Education Reform Act of 1988. Under these arrangements, “school governing bodies have been granted considerable powers to manage their own affairs, including the management of block budgets out of which the great majority of their resources must be funded. The funding mechanism is designed to provide schools with incentives to maintain and enhance their enrolment”.

In addition, Coulson (1996:26) concludes that, “Competition and the profit motive must be re-introduced into education so that teachers and school administrators will once again have a powerful incentive to meet the needs of the children and parents they serve”. In view of the theme of this study, I am of the opinion that these “needs’ may be equated with the parental expectations I intend exploring.

Apple (2001:416) raises further concerns regarding marketisation in self-managing schools.

As marketised, self-managing schools grow in many nations, the role of the school principal is radically transformed. More, not less power is actually consolidated within an administrative structure. More time and energy is spent on maintaining and enhancing a public image of a ‘good school’ and less time and energy is spent on pedagogic and curricular substance. At the same time, educators seem to be experiencing not increased autonomy and professionalism, but intensification.

Apple’s concerns hold significant implications for this study theme since Apple explicitly links increasing marketisation to educator intensification in schools. It is also of critical concern that Apple in a sense admonishes schools for spending more time and effort on maintaining their “good school” image than on actual teaching and learning.

Apple (2001:417) cites Whitty et al., (1989) to emphasise the consequences of intensification.

Because of the intensification, both principals and educators experience considerably heavier workloads and ever-escalating demands for accountability, a never ending schedule of meetings and in many cases a growing scarcity of resources both emotional and physical.

Whitty's observation that intensification creates tension between educators' accountability and sense of professionalism on the one hand and their private lives and personal resources on the other hand, appears to confirm my working assumption that intensification of educators' workloads may hold negative effects for educators and learners, as well as for education.

2.3.2 The British Columbia Teachers' Federation Reports

Naylor & Schaefer (2002:33-36) summarise four reports by the British Columbia Teachers' Federation (BCTF) on educator workloads and stress. The data used in the article were obtained from two surveys of secondary school English educators.

The findings (2002:34) indicated that educators:

- Work more than 53 hours a week while school classes were in session,
- Devote the majority of their work time to preparation and marking,
- Report that workload has increased in recent years,
- Consider school organisation to play a major role in determining educator perceptions of workload,
- Report high and increasing numbers of students with special needs in their classes.
- Need to adjust their teaching methods to cope with workload pressures.

Data from the British Columbia Teachers' Federation Work life of Teachers Survey Series, 1: Workload and Stress (2002:35) indicate that educators have a heavy workload due to a variety of causes, including a large volume of work and a wide range of expectations from government, employers, school administrators and parents. In addition, educators identified four factors, namely time, resources, support and respect, which are essential for a manageable workload but which they felt were lacking. Naylor & Schaefer (2002:35) suggest, "Failure to address the issues of workload and stress may increase attrition as many respondents intended to seek other assignments or leave teaching altogether".

The findings of this research are significant in the sense that they highlight the fact that educator' workloads have intensified in recent

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years. The increase in the volume of educators' work is attributed to increasing expectations from government, employers, school administrators and parents. This finding is particularly relevant as it refers to expectations, a key concept in this study. The only apparent disadvantage or weakness of these research findings is that the participants were secondary school educators, whereas this research focuses on primary school educators. It is possible that the workloads of secondary school educators differ from educators who teach at primary schools.

2.3.3 The Time-Use Study

In 2001, Naylor authored a further article addressing educator workload and stress. This article identifies and discusses data and analyses that were reported in international research and in current educational publications about educator workload and stress. Workload issues have been a concern for Canadian educators and trade unions during the last decade.

The Canadian Teachers Federation refers to the King & Peart (1992) study:

For some educators the demands of teaching can be overwhelming. The workload has no well-defined limits. It is essentially open-ended. While contracts with boards appear to define expectations regarding teacher workload, contract terms represent minimum requirements. In response to the needs of every student, educators tend to do far more than is required and some try to do more than they can physically manage (King & Peart, 1992:182).

Naylor (2001:3) reports that a time-use study, in which educators were encouraged to record their time use in a diary, revealed that educators recorded their workweek at 52,5 hours, less than half of which was classroom instruction. It follows that educators were working ten and a half hours per weekday of which fewer than five hours were spent teaching. This implies that approximately 50% of an educator's working day was devoted to activities other than teaching and learning.

Although Naylor's report does not specify the nature of these activities, which constitutes one of the silences in the knowledge base, it does serve as support for one of my working assumptions, namely that educators in some contexts may be devoting more time to administrative duties, fundraising and extra-mural programmes than they did in the past. The

perceived intensification of their work leaves them less time for planning, preparation and teaching lessons and assessing learners' work.

Naylor (2001:4) furthermore refers to a study by Gallen et al. (1995b:55) who found that the list of roles that educators are called upon to perform on behalf of their students, schools and communities, is lengthy and diverse. Educators are, among others, expected to be counsellors, social workers, nurses, chauffeurs, fund-raisers, mediators, public relations officers and entertainers. Since all roles are important and educators are constantly pressed for time, they must often make difficult choices about their priorities.

For some educators, these decisions result in an ongoing sense of role conflict, often accompanied by a deep sense of guilt. The role conflict experienced by educators is potentially important to my research since none of Naylor's above-mentioned roles, which are intrinsic to teaching receive any recognition in the National Education Policy Act, No 27 of 1996.

In this Act, the seven roles and associated competencies, which the state expects of competent educators in public schools, are identified and described. According to law, educators are expected to fulfil the following roles:

- Learning mediators
- Interpreters and designers of learning programmes and materials.
- Assessors
- Learning area, discipline and phase specialists
- Leaders, administrators and managers
- Scholars, researchers and lifelong learners
- Pastoral roles in their communities

In conclusion, Naylor emphasises the role conflict and competing priorities to which educators are constantly subjected.

2.3.4 The Work Intensification Thesis

Hargreaves' article (1992:87-108) takes a critical look at competing perspectives of the work intensification thesis by referring to the general theories of the labour process as outlined by Larson (1992:88), who makes the following claims regarding work intensification, namely that it:

- Leads to reduced time for relaxation during the working day, including no time at all for lunch,
- Leads to a lack of time to retool one's skills and keep up with one's field,

- Creates chronic and persistent overload, which reduces areas of personal discretion, inhibits involvement in long-term planning and fosters dependency on externally produced materials and expertise,
- Leads to reduction in the quality of service as corners are cut to save time,
- Creates scarcities of preparation time, and
- Is often mistaken for professionalism.

Hargreaves and his colleagues conducted research on the work intensification thesis (1992:90).

The first set of issues arising from their data concerned the changes, pressures and increased expectations that many educators had experienced in recent years. They found that accountability to parents and administrators increased the sense of pressure for a number of educators. One educator, whom they interviewed, stated that, “At this school we have parents who are very demanding as to what kind of program their children are getting, how it’s being delivered and how papers and tests are marked”.

In addition to such demands, Hargreaves also suggests that increased accountability has led to an increase in paperwork and time spent attending meetings, conferences and workshops, which offers strong support for the intensification thesis. Hargreaves (1992:94) furthermore claims that many of the demands and expectations in teaching seemed to come from within the educators themselves. Educators appeared to drive themselves with almost merciless commitment in an attempt to meet the virtually unattainable standards of pedagogical perfection they set for themselves. In some cases, work became almost an obsession.

Hargreaves also refers to research conducted by Apple (1992:89) who claims that there is a proliferation of administrative and assessment tasks, lengthening of the educator’s working day and elimination of opportunities for more creative and imaginative work. Apple points to one particular effect of intensification on the meaning and quality of educators’ work, namely reduction of time and opportunity for educators to show care for and “connectedness” with their students, because of their scheduled preoccupation with administrative and assessment tasks.

In the conclusion of his article, Hargreaves (1992:104) states that heightened expectations, broader demands, increased accountability, more “social work” responsibilities, more meetings, multiple innovations and increased amounts of administrative work are all testimony to the problems of chronic work overload. He does, however, point out that intensification may not have an impact on all educators in the same way.

Hargreaves' article may be considered significant as it draws attention to the consequences of increasing educator workloads. One of the more important consequences, which he mentions, is the reduction in the quality of service, which is one of the key issues I intend to address in this study.

2.3.5 The Job Demands-Resources Model

Hakanen, Bakker & Schaufeli (2005:496-497) used the Job Demands-Resources Model in a study on educator stress and burnout.

In their empirical research, they concluded that stress is the result of a disturbance in the equilibrium between the high job demands to which employees are exposed and the resources they have at their disposal. The job demands to which they refer include physical, psychological (i.e. cognitive or emotional), social or organisational aspects of the job that require sustained effort. They argue that teaching is traditionally viewed as a profession with high commitment and can be viewed as a calling. However, they suggest that efforts aiming at the reduction of job demands to prevent burnout should be of primary concern for schools and other organisations.

Hakanen, Bakker & Schaufeli's model draws attention to the possibility that educators may increasingly suffer from burnout and stress if the balance between the demands of teaching and educators' personal physical and psychological resources is not restored. This implies that the demands placed on educators need to be assessed and possibly addressed.

2.3.6 The Work-Life Conflict Study

Similarly, Robertson (2002:1) reports on the results of the Health Canada Study on "Work-Life Conflict" which confirms that health workers and educators are "the most committed, overworked, stressed and politically maligned workers in the country".

The Nova Scotia Teachers' Union reported that more than 80% of their members felt rushed every day and did not have time to reflect on their teaching and work collaboratively with peers. A survey conducted by the Canadian Teachers' Federation in 2001 determined that educators' assigned workloads had become heavier and that educator fatigue and burnout have gone global. They call this the inevitable consequence of schools' becoming "high commitment work systems" that devour their employees' time, minds and hearts.

Robertson's report highlights the fact that Canadian schools have evolved into systems that require high levels of commitment from educators. I assert that South African schools situated in middle-class contexts have followed a similar pattern of development.

2.3.7 Riccio's Educator Expectations

Riccio (2001:43) addresses the debate on educator expectations. He claims that we should train educators to have realistic expectations of themselves and their profession. He believes that if we prepare educators to have expectations of performance that are almost impossible to meet in today's classroom, we sow the seeds for eventual and early burnout.

Riccio (2001:44) refers to a book authored by Freudenberger (1980) who suggests that burnout is the result of the differences between expectations and observations in the work setting. It is also important that educational expectations be tempered by the constraints of the work situation. As early as 1980, Freudenberger stated, "The truth is that frequently the constraints in the environment are such that many educators are literally doing the most that can be rationally expected of them".

Educators who teach at schools situated in middle-class contexts may in future need to assess the expectations they hold of themselves to determine whether their expectations are realistic and achievable in practice. They may also need to contemplate whether the apparent increase in their workloads can be attributed to an overly responsive sense of professionalism or to the increased expectations of parents.

2.3.8 Summary of the First Domain: International Literature with Foci on Educator Workload

In the first domain of my literature review, I presented the findings that emerged from international empirical studies, which focus on the intensification of educator workload. The three-domain model of Dinham & Scott holds particular significance for this study as it probes the political and societal-based factors, which appear to affect educator workload. Firstly, the Macro Level focuses on the virtually global "rush of simultaneous, educational reconstruction in an effort to improve teaching outcomes and learner performance". Secondly, in the Micro Level, Dinham & Scott present the findings that emerged from a series of related studies, which question whether imposed reform strategies have had positive or negative effects on education and educators. Thirdly, in the Third Domain, they examine factors outside the control of educators, which have had an influence on the work-life of educators.

In the first domain of my review of the international literature relevant to my study theme, I furthermore referred to the global trend toward educational “marketisation” and “new-managerialism”, which appear to emanate from decentralisation and which have sparked a heightened concern for the quality of services, financial and entrepreneurial management and competitive markets in education. I probed the implications that these trends may hold for schools and educators in the South African middle-class context.

In addition, I used Naylor’s Time-use study to emphasise issues of educator workload and related stressors as well as the continual role-conflict many educators appear to experience owing to competing priorities and time-constraints.

I included Hargreave’s Work Intensification Thesis, which examines issues concerning the changes, pressures and increased expectations that many educators have experienced in recent years. The Job Demands-Resources Model of Hakanen, Bakker & Schaufeli studied concerns about educator stress and burnout, Robertson’s Work-Life Conflict Study confirmed that educators are among “the most committed, overworked, stressed and politically maligned workers in the country”, while Riccio’s Educator Expectations addresses the debate on educators’ personal expectations regarding their professional performance.

2.4 The Second Domain: South African Literature with Foci on Educator Workloads

In this second domain of the literature review, I shall present a discussion on South African literature pertaining to educator workload.

2.4.1 The Educator Workload in South Africa Study

In the review of South African literature on educator workloads, I refer to a recent study entitled Educator Workload in South Africa conducted by the Human Sciences Research Council (HSRC) for the Education Labour Relations Council (ELRC). The study focused entirely on the hours that educators actually spend on their various activities. Closed and open-ended survey questions indicated that about three in four educators felt that their workload had increased significantly since 2000. Educators also indicated that they suffer from stress as a result of continual policy change. They indicated that the following factors have an impact on their workload (HSRC, 2005:x):

- The assessment, planning, preparation, recording and reporting requirements of outcomes-based education (OBE) constitute a major burden and need serious attention;

- The number of learning areas for which there are no resources or educators places strain on educators and schools;
- Class sizes and related issues of overcrowding, staff shortages and inadequate classrooms have an impact on whether and how well workload is managed;
- The Integrated Quality Management System (IQMS) increases workload;
- Numerous departmental requirements add to workload, especially that of principals;
- Norms and standards for educators and policy aimed at mainstreaming learners with barriers to learning intensify work.

In addition to indicating the factors that have an impact on educator workload, the Educator Workload in South Africa study (HSRC, 2005:x) compared the number of hours that educators spend on their different activities with national policy. The findings that emerged from the data indicate that there is a gap between policy and practice. The comparative data revealed that educators spend less time overall on their teaching activities than the total number of hours specified by policy (HSRC, 2005:xi).

There is, however, evidence to suggest that schools and educators vary considerably in terms of how they respond to and manage workload pressures. The national averages reported in this literature tend not to consider some important differences. Among these are:

- Significant differences exist between urban, semi-rural and rural schools. Educators in urban schools generally spend more time on teaching and administration than their counterparts in rural schools. They also spend the most time on guidance and counselling. Educators in rural schools spend more time on professional development and pastoral care than educators in urban areas. Educators in semi-rural schools spend more time on extra-curricular activities.
- Differences arising from South Africa's history exist in different types of schools. Generally, educators in former white (HOA) schools tend to spend more time on activities than educators in other schools for various reasons.
- Gender appears to influence the amount of time that male and female educators spend on various activities. Female educators spend more time than male educators on core duties such as teaching, planning and preparation. Male educators spend more time than female educators do on non-core duties.
- Foundation Phase educators spent more time, teaching, preparing and planning than educators in the Senior Phase (HSRC, 2005:xii).

The findings of the report on Educator Workload in South Africa (HSRC, 2005:x) provide evidence that the Outcomes-Based Education (OBE) requirements for continuous assessment, planning, preparation, recording and reporting are the single most contributing factors to increased workload. In addition, the Norms and Standards for Educators and policy aimed at mainstreaming learners with barriers to learning intensify educators' work. Furthermore, the report (2005:xiii) suggests that, "either policy is out of line with realities or that demands on educators are so extreme that the overall effect is for work to be less well managed and less effectively done than it could be". It therefore encourages further research into educator workload in South Africa. It states that, "More research can also be done to establish the relationship between internal and external accountability regimes and alignments in South African schools" (2005:xiv). This is precisely one of the aims of this study.

2.4.2 Chisholm & Hoadley's Report on the Educator Workload in South Africa Study

In this report, Chisholm & Hoadley (2005:1) raise questions concerning the results of the Educator Workload in South Africa study (See § 2.4.1) and probe potential contextual explanations for the increase in educator workloads. They maintain, "Teachers across the board report that workload has increased, but teachers in formerly White and Indian schools report more time on their tasks than teachers in formerly African schools, especially in rural areas" (2005:2). This finding supports one of my assumptions namely that educators who teach at schools located in middle-class contexts are expected to manage comparatively heavier workloads than teachers in the lower socio-economic strata of South African society.

In their report, Chisholm & Hoadley (2005:3) firstly discuss two accountability regimes, the Integrated Quality Management System (IQMS) and Outcomes-Based Education (OBE) together with the Revised National Curriculum Statement (RNCS), which they aver have "greatly expanded the external requirements of educators".

2.4.2.1 The Integrated Quality Management System (IQMS)

Chisholm & Hoadley (2005:3) report that the IQMS (See § 2.5.1.5) was an agreement reached in the Education Labour Relations Council in 2003, which was intended to integrate the Developmental Appraisal System (DAS), the Performance Management System that was agreed to in April 2003 and the policy on Whole School Evaluation.

Chisholm & Hoadley (2005:3) explain that from a political-historical perspective, the IQMS was a measure taken by government to replace the former system of school and educator inspection, which existed in schools during the Apartheid era and which had become dysfunctional in Black schools owing to judgemental and autocratic forms of educator appraisal. The IQMS would assist in endeavours to reconstruct the education system and redefine the roles and functions of educators. The idea of performance management as a means to evaluating educators was introduced.

However, Chisholm & Hoadley (2005:7) report, “implementation of IQMS had hardly begun in 2005 when conflicts emerged between educator unions and the Department of Education over the role of the Department. It also constituted a significant source of dissatisfaction in the Educator Workload Survey conducted in 2005”.

2.4.2.2 The Revised National Curriculum Statement (RNCS)

Government’s intention with the introduction of the RNCS was not only to eliminate racist and sexist elements from the curriculum but also to streamline the curriculum in order to make it more understandable in South African classrooms (Chisholm & Hoadley, 2005:7). In addition, the main emphasis of the Assessment Policy of 1998 was on assessment and administration. The idea was that educators would assess learners’ work continuously throughout the year and store the evidence of the learners’ performance and assessment in learner portfolios.

The implementation of the RNCS however, has had far-reaching consequences for the workload of South African educators. Chisholm & Hoadley (2005:13) succinctly summarize:

The curriculum-related administration overload was directly related to the assessment, reporting and recording requirements of outcomes-based education and the number of learning areas that educators are expected to teach.

One of the conclusions reached by Chisholm & Hoadley (2005:18) regarding educator workload is that there are essentially three tiers of accountability. The first is the sense of responsibility of the individual teacher. The second encompasses the collective expectations of parents, educators, learners and administrators while the third revolves around organisational rules, incentives and implementation mechanisms (Carnoy, Elmore & Siskin, 2003, 4).

2.4.3 Morrow's Report: What is Teachers' Work?

Morrow's explication of what an educators work entails, although not based on empirical studies as such, offers meaningful insights into the work-life of educators, which is one of the main themes of this study. Morrow's report (2005:2) refers to the website he discovered concerning a National Agreement in the United Kingdom, signed by employers, government and unions in January 2003, called "Raising Standards and Tracking Workloads". This agreement was an "acknowledgement that schools have to deal with a number of issues", amongst which were:

- Workload is the major reason cited by educators for leaving the profession
- Over 30% of an educator's working week prior to the National Agreement was spent on non-teaching activities
- Educators generally had a poor work/life balance.

Morrow (2005:2) furthermore reports:

At the heart of this Agreement is a concerted attempt to free teachers to teach by transferring to support staff administrative and other tasks not intrinsically related to teaching. Cutting unnecessary burdens on teachers is essential to ensuring a valued and motivated teaching profession.

I assert that stakeholders in education may need to assess the validity of Morrow's statement should they, in the future, decide to investigate educator workload in contexts other than those investigated in the Educator Workload in South Africa survey. Morrow's (2005:12) concluding comment appears ominous yet significant to this study theme:

If we continue to muddle the formal and material elements of teaching, we will continue to produce teachers who will be faced with a suicidal workload, and lack the professional autonomy and flexibility that is and will increasingly be required in the rough and volatile world in which we try to achieve the ideal of providing quality education for all.

2.4.4 Govender's Policy Images and the Contextual Reality of Teachers' Work in South Africa

In this section, I briefly refer to Govender's critique of the reports that pertain to educator workload advocated by among others, Chisholm & Hoadley and Morrow. Govender comments, "Thus, a big piece of the puzzle that appears to be missing is a broader contextualisation of

teachers' work". Furthermore, the following citation from Govender's critique serves as justification for this study:

Although the papers make fleeting references to the double-edged ideological contestation of unionism and professionalism underpinning teacher-state relations, there is an overall silence on how the invoking of one or the other in the context of school micro-politics, can mediate the nature of teachers' work. Unpacking current debated relating to unionism and professionalism could thus offer an additional lens to deepen our understanding of teachers' work (Govender, 2005, 2).

In this study, I intend to add a small piece to the puzzle surrounding the nature of educators' work and partially try to explain some of the silences that exist in the knowledge base of the nature of educators' work in schools situated in South African middle-class contexts.

2.4.5 Summary of the Second Domain: South African Literature with Foci on Educator Workloads

In the second domain of my literature review, namely South African literature that focuses on educator workload, I firstly referred to the Educator Workload in South Africa survey, which was intended to assess the nature of educators' work in South Africa. I included Chisholm & Hoadley's report on the findings of this survey specifically in terms of the effects of the Integrated Quality Management System (IQMS) and the Revised National Curriculum Statement (RNCS). Morrow's insights into the nature of educators' work have a bearing to the theme of this study while Govender's critique of Chisholm & Hoadley and Morrow's insights provides a measure of justification for this study.

2.5 The Third Domain: The South African Education and Labour Law Context

In this section, I shall present a narrative reflection on prevailing education law, education labour law and other relevant law, which may apply to educator workloads. In commencing the review of the literature in respect of legislation, I shall firstly explain the sources of education and labour law. Bray (1989:70) states that the sources of the legal rules and customs pertaining to education are legislation, common law and case law. Bray (1989:70) asserts that legislation is by far the most important source of the law of education and can be classified into parliamentary and administrative legislation. We also refer to legislation and statutory or written law.

2.5.1 Statutory Law

Statutory law comprises national legislation, which has been promulgated in Parliament. Statutory law includes the Constitution of South Africa, various Acts, policies, proclamations issued by the Minister of Education and signed by the State president, regulations, circulars and minutes distributed by the Education Department. It would be appropriate to commence the discussion on South African education and labour law by firstly referring to the Constitution of the Republic of South Africa, Act No 108 of 1996 as it is South Africa's supreme law.

2.5.1.1 The Constitution of the Republic of South Africa, Act No 108 of 1996

The Constitution of the Republic of South Africa, Act 108 of 1996, is the supreme law of the country. This means that no law or any other Act may be inconsistent with any provision contained in it. Squelch (2000:9) emphasises that most provisions in the Constitution are entrenched, which means they are guaranteed and may only be changed in Parliament following a prescribed procedure. The Bill of Rights, located in Chapter 2 of the Constitution, comprises a list of all the fundamental human rights, many of which apply to education, specifically to schools, educators and learners.

It is imperative that all educators be conversant with these rights in order to protect not only their own rights but more importantly the rights of all role-players in education. I assert that knowledge of the following fundamental human rights, among others, is indispensable for educators:

- **Section 10 The right to human dignity**

This section provides that all persons have inherent dignity. In the teaching context, this would mean that educators must ensure that they do not infringe on learners' rights to dignity by insulting, criticising or humiliating them.

- **Section 12 The right to freedom and security of the person**

Educators need to ensure that learners are not deprived of their freedom without a just cause, detained without a trial, tortured in any way and not treated or punished in a cruel, inhuman or degrading way.

- **Section 14 The right to privacy**

The consequences of this right are that educators may not seize or search the property or possessions of learners, such as school bags. Learners' letters may also not be intercepted and read.

- Section 28 Children's rights

Children have a right to among others, a name and a nationality from birth, to a family, parental care, basic nutrition, shelter and health care. Children must be protected from maltreatment, neglect, abuse, degradation and exploitative labour practices.

- Section 29 The right to education

This section provides that everyone has the right to basic education.

The Bill of Rights also includes fundamental human rights that apply in matters concerning labour relations and specifically to employers and employees such as Section 23(1), the right to fair labour practices and Section 33, the right to just administrative action. These rights naturally apply to all educators employed in schools in South Africa.

2.5.1.2 The South African Schools Act, No 84 of 1996

Government's primary intention with the promulgation of the South African Schools Act, No 84 of 1996, was to encourage all stakeholders in education to accept their responsibilities in regard to the organisation, governance and funding of schools. The South African Schools Act, No 84 of 1996, consists of 64 sections, one third of which deal directly with governing bodies while a further twelve sections refer to governing bodies. One may therefore deduce that Government views the roles and functions that members of school governing bodies fulfil as crucial to the quality and success of education in South African schools (Davies, 1999:58).

In the following section, I shall discuss the sections of SASA, which directly link to my study theme.

Section 16(1) of the South African Schools Act, No 84 of 1996 reads: The governance of a public school is vested in its school governing body and it may perform only such functions and obligations and exercise only such rights as prescribed by the Act. This section, should in practice, eliminate any misunderstanding regarding school governance and professional management, which may occur between members of school governing bodies and educators.

The school governing body functions specified in the South African Schools Act, No 84 of 1996, Section 20(1), which are related to, and may have an effect on educator workload, are as follows:

- (a) Promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school.**

This is the overarching empowering provision concerning school governing bodies' right to expect educators to support their activities and act as their instruments. At the very least, this is a moral right.

- (d) Adopt a code of conduct for learners at the school.**

Adopting a code of conduct creates work for educators since educators and parents need to work together in the formulation of agreed rules, which serve to regulate the conduct of learners.

- (f) Determine times of the school day consistent with any applicable conditions of employment of staff at the school.**

The governing body decides the number of hours educators spend on the various activities that constitute the working school day.

- (g) Administer and control the school's property, buildings and grounds occupied by the school, including school hostels, if applicable.**

Educators are often required to provide services that make it possible for governing bodies to implement this function.

- (h) Encourage parents, learners, educators and other staff at the school to render voluntary services to the school.**

Educators may need to write letters to parents or contact them telephonically to encourage them to fulfil this function, which could increase an educator's administrative workload and decrease the amount of time available for teaching responsibilities.

- (i) Recommend to the Head of Department the appointment of educators at the school, subject to the Employment of Educators Act, No 76 of 1998 and the Labour Relations Act, No 66 of 1995.**

The Act does not make them the educators' employer but often involves them in the appointment process such as the compilation of personnel interview schedules and attendance at interviews. Section 20(4) provides that, subject to the Labour Relations Act, No 66 of 1995 and any other applicable law, a public school may establish posts for educators and employ educators additional to the establishment determined by the Member of the Executive Council in terms of Section 3(1) of the Educators' Employment Act, 1994. In this case, the school, acting through its governing body, is the employer of such educators. Such educators are consequently expected to adhere to the agreements stipulated in their job descriptions, which the governing body compiled. Section 36(1) of SASA

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contains a provision, which has a direct implication for the theme of this study. It reads:

A governing body of a public school must take all reasonable measures within its means to supplement the resources supplied by the State in order to improve the quality of education provided by the school to the learners of the school. This provision drives many of the actions and activities of a significant number of governing bodies to a large extent and which logically and in the spirit of the partnership contemplated in the preamble of the Act, gives rise to expectations with which educators should assist governing bodies.

This section explicitly states that educators are expected to assist members of school governing bodies in the execution of their duties. In this instance, section 36(1) specifically refers to the governing body function of supplementing the resources of the school to ensure the provision of quality education.

Another provision of SASA, which merits scrutiny, is Section 19(2), which reads as follows:

The Head of Department must ensure that principals and other officers of the education department render all necessary assistance to governing bodies in the performance of their functions in terms of this Act.

Clearly, this subsection encourages educators to render assistance to governing bodies to enable them to exercise their rights and carry out their functions.

The discussion, which focuses on some of the provisions of the South African Schools Act, No 84 of 1996, allows one to draw the conclusion that educators are by law expected to assist members of school governing bodies in their various functions, which has the implication that educators need to be involved in the governance and professional management of their schools, which could play a role in the intensification of their workloads.

2.5.1.3 The National Education Policy Act, No 27 of 1996

Government's intention with the promulgation of the National Education Policy Act, No 37 of 1996, is clearly explained in the Preamble to the Act. Firstly, this Act is to provide for the determination of national policy for

education and secondly to provide for the determination of policy on salaries and conditions of employment of educators.

The National Education Policy Act, No 27 of 1996, which includes the Norms and Standards for Educators, Government Notice 82 of 2000, was published in the Government Gazette No. 20844 of 4 February 2000 in terms of Sections 3(4)(f) and (l). This Act describes and defines seven roles and associated competencies, which the state expects of competent educators in public schools. The Act states that the seven roles are described in a manner appropriate for an initial teaching qualification. The seven roles are:

(a) Learning Mediators

The educator will mediate learning in a manner, which is sensitive to the diverse needs of learners, including those with barriers to learning; construct learning environments that are appropriately contextualised and inspirational; communicate effectively showing recognition of and respect for the differences of others. In addition, an educator will demonstrate sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in a South African context.

This section means that it is an educators' duty and responsibility to expose the learners in his/her care, all of whom have different intellectual and emotional capacities, to effective teaching and learning strategies so that quality instruction can effectively take place.

(b) Interpreters and Designers of Learning Programmes and Materials

The educator will understand and interpret provided learning programmes, design original learning programmes, identify the requirements for a specific context of learning and select and prepare suitable textual and visual resources for learning. The educator will also select, sequence and pace the learning in a manner sensitive to the differing needs of the subject/learning area and learners.

I assert that educators will require time and financial resources to design a variety of quality learning programmes and materials, which are needed to stimulate and interest learners and encourage them to learn effectively.

(c) Leader, Administrator and Manager

The educator will make decisions appropriate to the level, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in school decision-making structures. These competences will be performed in ways, which are democratic, which

support learners and colleagues and which demonstrate responsiveness to changing circumstances and needs.

This section places emphasis on good classroom management and discipline, which are indispensable to effective teaching and learning. In the classroom context, educators need to be leaders, administrators and managers. They need to lead their learners by setting good examples, ensuring that all administrative duties and responsibilities are effectively carried out and manage the classroom environment so that effective teaching and learning takes place.

(d) Scholar, Researcher and Lifelong Learner

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

I assert that to fulfil this role effectively, educators will require time and financial resources to engage in study and to conduct research in their professional field.

(e) Community, Citizenship and Pastoral Role

The educator will practise and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others. The educator will uphold the Constitution and promote democratic values and practices in schools and society. Within the school, the educator will demonstrate an ability to develop a supportive and empowering environment for the learner and respond to the educational and other needs of learners and fellow educators. Furthermore, the educator will develop supportive relations with parents and other key persons and organisations based on a critical understanding of community and environmental development issues. One critical dimension of this role is HIV/AIDS education.

This role requires educators to be involved in community and social issues, which spill over to the school and have a profound effect on teaching and learning, such as, among numerous others, HIV/AIDS.

(f) Assessor

The educator will understand that assessment is an essential feature of the teaching and learning process and know how to integrate it into this process. The educator will have an understanding of the purposes, methods and effects of assessment and be able to provide helpful feedback to learners. The educator will design and manage both formative and summative assessment in ways that are appropriate to the level and

purpose of the learning and meet the requirements of accrediting bodies. The educator will keep detailed and diagnostic records of assessment. The educator will understand how to interpret and use assessment results to feed into processes for the improvement of learning programmes.

(g) Learning Area, Discipline and Phase Specialists

The educator will be well grounded in the knowledge, skills, values, principles, methods and procedures relevant to the discipline, subject, learning area, phase of study or professional or occupational practice. The educator will know about different approaches to teaching and learning and where appropriate, research and management, and how these may be used in ways which are appropriate to the learners and the context. The educator will have a well-developed understanding of the knowledge appropriate to the specialism.

It is clear that the seven roles that the National Education Policy Act, No 27 of 1996 prescribes for educators, will demand a great deal of effort, sacrifice, financial input and time on the part of the educator, to fulfil effectively.

It may be significant to note that Morrow (2005:7) is particularly critical of the seven roles and associated competencies for educators defined in the Norms and Standards of the National Education Policy Act, No 27 of 1996. He argues that the roles are not context specific. The description of what it means to be a “competent educator” is context blind and therefore leads to the overload of educators. He believes that “it makes greater demands than any individual can possibly fulfil”.

2.5.1.4 The Employment of Educators Act, No 76 of 1998

The Employment of Educators Act, No 76 of 1998 and the Personnel Administration Measures provide for the employment of educators by the State, for the regulation of the conditions of service, discipline, retirement and the discharge of educators. The Personnel Administration Measures (PAM) in Chapter A of the above-mentioned Act, form an important part of educators’ conditions of service. Section 3 deals with the Workload of Educators and Section 4 deals with the Duties and Responsibilities of Educators.

The Personnel Administration Measures apply to all full-time educators that are school based, inclusive of primary, secondary and ELSEN (Education for Learners with Special Educational Needs) schools. They describe the core duties performed by educators both during a formal school day and outside the formal school day. They also state that each post level within a school has different duties and responsibilities,

encompassing core duties, but to a varying degree. Furthermore, there should be an equitable distribution of workload between the various post levels and within a post level, to ensure that one or two of the levels or an educator is not overburdened. The expectation is that every educator must be able to account for 1 800 actual working hours per annum.

The core duties listed under Section 3 of the Personnel Administration Measures of the Employment of Educators Act, No 76 of 1998 and entitled Workload of Educators, are the following:

(i) During the formal school day

- (aa) Scheduled teaching time.
- (bb) Relief teaching.
- (cc) Extra and co-curricular duties.
- (dd) Pastoral duties (ground, detention, scholar patrol, etc.)
- (ee) Administration.
- (ff) Supervisory and management functions.
- (gg) Professional duties (meetings, workshops, seminars, conferences, etc.)
- (hh) Planning, preparation and evaluation.

(ii) Outside the formal school day

- (aa) Planning, preparation and evaluation.
- (bb) Extra and co-curricular duties.
- (cc) Professional duties (meetings, workshops, seminars, conferences, etc.)
- (dd) Professional development.

My comments on the core duties listed above are as follows:

(a) Teaching Time

The first core duty mentioned is teaching time, which is an educator's primary function and which refers to the scheduled teaching time allocated per learning area and post level.

(b) Planning, Preparation and Evaluation

Planning, preparation and evaluation form an integral part of educators' teaching and learning duties and responsibilities and involve important and essential aspects such as planning the learning programmes, preparing individual lessons for different learning areas, assessment of performance and evaluation of learners' progress. In addition, educators are required to intervene and assist learners with learning difficulties and extend learners with a flair for learning.

(c) Extra-curricular Duties

Extra-curricular duties receive high priority at many schools and refer to educators' involvement in and availability for school activities outside the classroom and outside teaching hours. These duties may include sports and cultural activities, fundraising events, meetings with parents and learners and committee work.

(d) Pastoral Duties

These duties include playground duty, bus duty and scholar patrol duty, which educators perform and which serve to keep learners safe and secure in the school environment.

(e) Administrative Duties

Educators are required to perform various administrative duties on a day-to-day basis, which may include the collection of money, taking register, medical emergencies, handing out newsletters and keeping various important records.

(f) Classroom Management and Maintaining Discipline

Educators' supervisory and management functions centre on classroom management, the creation of positive teaching and learning environments and maintaining discipline.

(g) Professional Development

Professional development requires educators to attend workshops, meetings and conferences in order to acquire new knowledge and skills in educational thinking, administration, management, vocational and technical areas. In this manner, educators are able to keep abreast with developments in their phase or fields of expertise.

Section 4 of the Personnel Administration Measures of the Employment of Educators Act, No 76 of 1998, entitled Duties and Responsibilities of Educators, expands on the following expectations that government holds of educators as follows:

(i) Teaching

- To engage in class teaching, which will foster a purposeful progression in learning and which is consistent with the learning areas and programmes of subjects and grades as determined.
- To be a class teacher.
- To prepare lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field.
- To take on a leadership role in respect of the subject, learning area or phase, if required.

- To plan, co-ordinate, control, administer, evaluate and report on learners' academic progress.
- To recognise that learning is an active process and be prepared to use a variety of strategies to meet the outcomes of the curriculum.
- To establish a classroom environment, which stimulates positive learning and actively engages learners in the learning process.
- To consider and utilise the learners' own experiences as a fundamental and valuable resource.

(ii) Extra & Co-curricular

- To assist the HOD to identify aspects which require special attention and to assist in addressing them.
- To cater for the educational and general welfare of all learners in his/her care.
- To assist the Principal in overseeing learner counselling and guidance, careers, discipline and the general welfare of all learners.
- To share in the responsibilities of organising and conducting of extra and co-curricular activities.

(iii) Administrative

- To co-ordinate and control all the academic activities of each subject taught.
- To control and co-ordinate stock and equipment which is used and required.
- To perform or assist with one or more of other non-teaching administrative duties, such as:
 - secretary to general staff meeting and/or others.
 - fire drill and first aid
 - time-tabling
 - collection of fees and other monies
 - staff welfare
 - accidents

(iv) Interaction with Stakeholders

- To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.
- To contribute to the professional development of colleagues by sharing knowledge, ideas and resources.
- To remain informed of current developments in educational thinking and curriculum development.
- To participate in the school's governing body if elected to do so.

(v) Communication

- To co-operate with colleagues of all grades in order to maintain a good teaching standard and progress among learners and to foster administrative efficiency within the school.
- To collaborate with educators of other schools in organising and conducting extra and co-curricular activities.
- To meet parents and discuss with them the conduct and progress of their children.
- To participate in departmental committees, seminars and courses in order to contribute to and/or update one's professional views and standards.
- To maintain contact with sporting, social, cultural and community organisations.
- To have contacts with the public on behalf of the principal.

It is clear that the core duties of educators prescribed in section 3 of the Personnel Administration Measures of the Employment of Educators Act, No 76 of 1998, the duties and responsibilities of educators prescribed in section 4 of the same Act and the seven roles of educators prescribed by the National Education Policy Act, No 27 of 1996, are identical. Only the terminology used distinguishes the one from the other. All three these sections spell out what government expects of educators in terms of their work.

However, what appears not to have been stated explicitly in the Acts I have discussed, and which constitutes some of the gaps and silences in education and labour law, are specifications concerning the maximum number of hours or total time educators need to spend on certain roles and responsibilities. The only reference to the amount of time educators are expected to spend working, is evident in section 3 of the Personnel Administration Measures of the Employment of Educators Act, No 76 of 1998, entitled Workload of Educators, which specifies that every educator must be able to account for 1 800 actual working hours per annum.

Furthermore, certain sections are somewhat open-ended and therefore open to individual interpretation. Examples of three such omissions are the etc. added to pastoral and professional duties, which means that any type of activity may be added to the pastoral and professional duty list. In addition, the types of extra mural and co-curricular activities in which educators are expected to participate, are not explicitly stated. This means virtually any type of activity may be categorised as an extra or co-curricular duty and be added to the list. The consequences of these silences, gaps and omissions in education and labour law may ultimately play a significant role in the intensification of educator workloads.

In the next section, I discuss the Integrated Quality Management System (IQMS), which provides the criteria by which educators are appraised.

2.5.1.5 The Integrated Quality Management System (IQMS) for School-Based Educators

According to the Department of Education’s document entitled Support Materials for Integrated Quality Management System (IQMS) Training, 2004, an agreement was reached in the Education Labour Relations Council (ELRC) in Resolution 8 of 2003 to integrate the existing programmes on quality management in education. The existing programmes were the Developmental Appraisal System (DAS) that came into being on 28 July 1998 as Resolution 4 of 1998, the Performance Management System that was agreed to on 10 April 2003 as Resolution 1 of 2003 and Whole-School Evaluation (WSE).

The purpose of Schedule 1 of the Employment of Educators Act, No 76 of 1998 is twofold. It firstly informs the IQMS where the Minister is required to determine performance standards for educators in terms of which evaluators rate their performance and secondly it prescribes the incapacity code and procedures for the poor work performance of educators.

The IQMS appraisal instrument for educators consists of seven performance standards. Each performance standard is associated with an expectation and a list of criteria, which the evaluator rates on a scale ranging from unacceptable to outstanding. I include the performance criteria rated as “outstanding”, which is the ideal it is hoped educators will strive to.

| | |
|---|--|
| Performance Standard: 1. CREATION OF A POSITIVE LEARNING ENVIRONMENT | |
| Expectation: The educator creates a positive working environment that enables learners to participate actively and to achieve success in the learning process. | |
| CRITERIA | RATED OUTSTANDING |
| (a) Learning Space | Organisation of learning space shows creativity and enables all learners to be productively engaged in individual and co-operative learning. |
| (b) Learner Involvement | Learners participate actively and are encouraged to exchange ideas with confidence and to be creative. |
| (c) Discipline | Learners are motivated and self-disciplined. |
| (d) Diversity | Educator uses inclusive strategies and promotes respect for individuality and diversity. |

Performance Standard 1 expects the outstanding educator to be an outstanding classroom manager. The educator is expected to utilise classroom space effectively and to create an atmosphere that is

conducive to teaching, individual and co-operative learning, while taking the learners' diverse needs and backgrounds into account. The outstanding educator is expected to motivate learners to participate confidently and enthusiastically in learning activities. Moreover, the learners that the outstanding educator teaches will be well-disciplined and exhibit self-discipline.

| Performance Standard: 2. KNOWLEDGE OF CURRICULUM AND LEARNING PROGRAMMES | |
|---|---|
| Expectation: The educator possesses appropriate content knowledge, which is demonstrated in the creation of meaningful learning experiences. | |
| CRITERIA | RATED OUTSTANDING |
| (a) Knowledge of Learning Area | Educator uses knowledge to diagnose learner strengths and weaknesses in order to develop teaching strategies. |
| (b) Skills | Educator uses learner-centred techniques that provide for acquisition of basic skills and knowledge and promotes critical thinking and problem solving. |
| (c) Goal Setting | Curriculum outcomes are always achieved by being creative and innovative in the setting of goals. |
| (d) Involvement in Learning Programmes | Excellent balance between clarity of goals of learning programme and expression of learners' needs interests and background. |

Performance Standard 2 expects the outstanding educator to have a professional knowledge of the areas in which learners sometimes encounter learning difficulties and to utilise a variety of teaching and learning strategies to counteract these barriers to learning. The educator must set clear goals and make it possible for every learner to achieve not only the stated outcomes but also his/her maximum potential while taking each learner's needs, interests and background into account.

| Performance Standard: 3. LESSON PLANNING, PREPARATION AND PRESENTATION | |
|--|--|
| Expectation: The educator demonstrates competence in planning, preparation, presentation and management of learning programmes. | |
| CRITERIA | RATED OUTSTANDING |
| (a) Planning | Lesson planning is abundantly clear, logical, sequential and developmental. |
| (b) Presentation | Outstanding planning of lessons that are exceptionally well structured and clearly fit into the broader learning programme. Evidence that it builds on previous lessons as well as fully anticipates future learning activities. |
| (c) Recording | Outstanding record keeping of planning and learner progress. |



| | |
|---------------------------------------|--|
| (d) Management of Learning Programmes | Excellent involvement of learners in lessons in such a way that it fully supports their needs and the development of their skills and knowledge. |
|---------------------------------------|--|

Performance Standard 3 expects the outstanding educator to distinguish himself/herself in managing learning programmes. To achieve this expectation, the educator must plan and prepare all lessons with the necessary competence. Thorough year, term and daily planning will need to be logical, sequential, developmental and impeccably completed and implemented. The outstanding educator presents lessons in a lively and interesting manner, thus capturing and keeping the learners' attention then actively involving learners of all ability groups in related activities that will broaden their knowledge, sharpen their skills and inculcate values.

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| Performance Standard: 4. LEARNER ASSESSMENT AND ACHIEVEMENT | |
| Expectation: The educator demonstrates competence in monitoring and assessing learner progress and achievement. | |
| CRITERIA | RATED OUTSTANDING |
| (a) Feedback to Learners | Feedback is insightful, regular, consistent, timeous and built into lesson design. |
| (b) Knowledge of Assessment Techniques | Different assessment techniques are used to cater for learners from diverse backgrounds with multiple intelligence and learning styles. |
| (c) Application of Techniques | Assessment informs multiple intervention strategies to address specific needs of all learners and motivates them. |
| (d) Record Keeping | Records are easily accessed and provide insights into individual learners' progress. |

Performance Standard 4 expects the outstanding educator to consistently monitor learners' progress and achievement, or lack thereof, by means of different assessment instruments and techniques, which will cater for multiple intelligences and learning styles, thus providing every learner with an opportunity to achieve success. The outstanding educator is also expected to provide constructive, positive feedback to every learner and keep accurate record of all assessment activities and their results.

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| Performance Standard: 5. PROFESSIONAL DEVELOPMENT | |
| Expectation: The educator engages in professional development activities, which is demonstrated in his/her willingness to acquire new knowledge and additional skills. | |
| CRITERIA | RATED OUTSTANDING |
| (a) Participation in Professional Development | Takes a leading role in initiating and delivering professional development opportunities. |



| | |
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| (b) Participation in Professional Bodies | Takes up leading positions in professional bodies and involves colleagues. |
| (c) Knowledge of Education Issues | Is informed and critically engages with current education issues. |
| (d) Attitude to Professional Development | Participates in activities, which foster professional growth and tries new teaching methods and approaches and evaluates their success. |

Performance Standard 5 expects the outstanding educator to be actively involved in acquiring knowledge and skills regarding the most recent developments in the field. Opportunities for professional growth and development need to be fully utilised by outstanding educators. It is also expected that leaders in professional development issues will take a leading role in professional organisations or bodies.

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| Performance Standard: 6. HUMAN RELATIONS AND CONTRIBUTION TO SCHOOL DEVELOPMENT | |
| Expectation: The educator engages in appropriate interpersonal relationships with learners, parents and staff and contributes to the development of the school. | |
| CRITERIA | RATED OUTSTANDING |
| (a) Learner needs | Adds value to the institution by providing exemplary service in terms of learner needs. |
| (b) Human Relations Skills | Demonstrates respect, interest and consideration for those with whom he/she interacts. |
| (c) Interaction | Conducts self in accordance with organisational code of conduct and handles contacts with parents/guardians in a professional and ethical manner. |
| (d) Co-operation | Supports stakeholders in achieving their goals. |

Performance Standard 6 expects the outstanding educator to deliver exemplary service to not only learners in the school but also to the entire school community. The outstanding educator is expected to be an approachable person who has the interests of all persons at heart and who supports, interacts and co-operates with people to assist them in achieving their goals in life.

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| Performance Standard: 7. EXTRA-CURRICULAR PARTICIPATION | |
| Expectation: The educator participates in extra-mural and co-curricular activities and is involved in the administration of these activities. | |
| CRITERIA | RATED OUTSTANDING |
| (a) Involvement | Educator plays a leading role and encourages learners and staff to arrange and participate in activities. |

| | |
|-------------------------------------|---|
| (b) Holistic development | Educator is most successful in using these activities for the holistic development of learners. |
| (c) Leadership and Coaching | Leadership and coaching is at an exceptional standard. |
| (d) Organisation and Administration | Administration and organisation is outstanding. |

Performance Standard 7 expects the outstanding educator to participate fully in the school's extra and co-curricular programme and to encourage all learners and staff to participate in extra and co-curricular activities. The exceptional educator is a person who is involved in the organisation, administration, leadership and coaching of activities, which assist learners to develop in a holistic, healthy manner.

It is clear that the seven performance standards with which educators must comply, and the expectations they need to meet in order to be appraised as "outstanding" are extensive and require high levels of effort and commitment on the part of educators.

2.5.1.6 The Basic Conditions of Employment Act, No 75 of 1997

This Act only applies to educators employed by school governing bodies in terms of the South African Schools Act, No 84 of 1996 and to educators employed by independent schools. The purpose of this Act is to ensure fair labour practices by establishing, enforcing and regulating the variation of various basic conditions of employment. Employers and employees may alter or vary the conditions provided in the Act by means of a collective agreement. The sections, which appear to be most relevant to this study theme, are Section 7, the Regulation of Working Time and Section 9, the Ordinary Hours of Work. Section 7 reads:

Every employer must regulate the working time of each employee-

- (a) in accordance with the provisions of any Act governing occupational health and safety;
- (b) with due regard to the health and safety of employees;
- (c) with due regard to the Code of Good Practice on the Regulation of Working Time issued under section 87(1)(a);
- (d) with due regard to the family responsibilities of employees.

Section 9 (1)(a), among others, limits the number of hours an employee is expected to render serves to 45 hours per week. Various other sections prescribe other conditions of employment such as restrictions on working overtime, remuneration for work rendered on a Sunday, meal intervals of 60 minutes after five hours of work, etc. However, I assert that none of

these basic conditions could ever be applied practically to educators owing to the unique nature of teaching.

2.5.1.7 The Labour Relations Act, No 66 of 1995

The primary purpose of the Labour Relations Act, No 66 of 1995, is to advance economic development, social justice, labour peace and the democratisation of the workplace. It furthermore seeks to promote orderly collective bargaining, employee participation in decision-making in the workplace and the effective resolution of labour disputes (Squelch, 1999:6). In other words, the Act gives effect to and regulates the fundamental rights conferred by Section 23 of the Constitution of South Africa, whereby, among others, (1) every person shall have the right to fair labour practices.

The implications of the Labour Relations Act, No 66 of 1995 for this study are that educators have the fundamental right to fair labour practices, which includes equity, equality and non-discrimination in employment, equal opportunities as well as to be protected from unfair dismissals.

The **Education Labour Relations Council (ELRC)** is a juristic council, which aims, among others, to maintain and promote labour peace in education and prevent and resolve labour disputes in education.

Similarly, the **South African Council for Educators (SACE)** is a statutory body that operates in terms of Act 31 of 2000. It controls access to teaching and administers a code of ethics with which all educators must comply. The SACE code of ethics describes the expectations and duties of educators in terms of their attitude and loyalty to the profession and their relationships with learners, parents, the community, colleagues and employers as well as their relationship with SACE. An educator who contravenes the code is liable to several sanctions by SACE including removal from the register that provides access to the profession.

In my review, analysis and discussions that focus on statutory law, I have shown that educators are subject to and bound by important legislation, rules and regulations, which govern and regulate their work, particularly in terms of their professionalism, conduct and the manner in which they perform their duties and responsibilities.

In the following discussion, I analyse a second source of education and labour law, namely common law.

2.5.2 Common Law

According to Bray (1989:70) common law is that part of our law, which we inherited from Roman-Dutch and English law. Our common law is generally referred to as unwritten law. Common law refers to the oldest form of law that has evolved over many years from norms and traditions held by people to create order and harmony in society and which are recognised and upheld in our courts. In the South African context, important legal principles are embedded in common law. The legal principles, which are most relevant to this study, are the Principles of Natural Justice which relate to maintaining discipline, the *in loco parentis* and Duty of Care principles, which both relate to educators' pastoral roles.

2.5.2.1 The Principles of Natural Justice

The Principles of Natural Justice, which have their origin in common law, require educators to implement the following steps when disciplining learners:

- The alleged offender – The educator must make sure that the person to be disciplined or punished is the alleged offender.
- The alleged offence – The educator must inform the alleged offender of the alleged offence. In other words, the educator must tell the learner the reason for the impending punishment by making it clear which school rule was broken (Prinsloo & Beckmann, 1988:289).
- The educator must apply the *audi et alteram partem* maxim, in other words the alleged offender must be given an opportunity to state his or her case.
- The educator must be objective and may not be biased in any way.
- The educator must consider only the relevant facts pertaining to the alleged offence.

All learners have a right to a fair hearing when facing possible punishment for contravening the school's code of conduct. Section 33 of the Constitution of South Africa ensures that all people enjoy the right to Just Administrative Action. Section 33(1) stipulates that every person has the right to administrative action that is lawful, reasonable and procedurally fair. Furthermore, Section 33(2) determines that every person has the right to be given written reasons for the just administrative action taken against him/her (See § 2.5.3.1).

Furthermore, it is significant that educators note that Section 12 of the Constitution of South Africa, which deals specifically with Freedom and Security of the Person also determines that every person has the right to freedom and security of the person, which includes the right not to be treated or punished in a cruel, inhuman or degrading way.

2.5.2.2 *In Loco Parentis* and Duty of Care

The principles, *in loco parentis* and Duty of Care are crucial to ensuring the safety and security of learners. One may ask, “To what extent must an educator cater for the educational and general welfare of all learners in their care?” According to law, educators stand *in loco parentis*, which literally means that an educator exercises custody and control over the child in the place of the parent. As a result, the common law principle of duty of care imposes an imperative command on educators to care for learners under their supervision. The law is specific about the way in which it expects educators to care for learners.

According to Prinsloo and Beckmann (1988:122), this standard of care is expressed in terms of the reasonable man, the *diligens paterfamilias*, which means an educator must care of a learner like a prudent and caring father of a family. An educator who has been negligent and who has not fulfilled his or her duty of care properly may be held liable for damages or harm sustained by a learner. In addition, the principle of vicarious liability states that the state, in its capacity as employer, may subject to certain conditions, vicariously accept responsibility for damages caused by an educator’s negligence. In order to prove negligence, the courts will apply the **reasonable educator test**. Potgieter (2004:154) explains the reasonable educator test as follows:

In the case of an expert such as an educator, dentist, surgeon etc., the reasonable person test is adapted by adding a reasonable measure of the relevant expertise. For such persons the test for negligence requires greater knowledge and care than would be expected from the “ordinary” reasonable person who does not possess such knowledge or expertise.

The reasonable educator test rests on the following pillars:

- Did the educator foresee any danger?
- If so, what steps did the educator take to prevent the danger and the harm from occurring?
- How did the educator ensure that the steps he or she took were enforced?

If the court finds that the educator failed to take these three steps, then the court could find the educator negligent, which could result in the educator’s dismissal from the teaching profession. When a court applies the reasonable educator test, it requires the professional, prudent educator to:

- Be knowledgeable and skilled in the demands of the teaching profession
- Know the nature of the learner
- Know the dangers to which learners are exposed
- Not to be ignorant of the legal provisions pertaining to the teaching profession
- Not to be negligent.

Potgieter (2004:156) indicates an understanding of the extensive range of responsibilities educators need to fulfil in terms of their pastoral roles:

The parental standard of care needed in a secluded and restricted home environment is ill-suited to deal with the supervisory functions necessary to ensure reasonable safety for often hundreds of children of various ages in extensive school building complexes, on vast school premises and sports fields, and in dealing with a huge variety of school and sports activities, equipment, vehicles, transport, etc.

Educators, however, need to particularly be informed of Section 28 of the Constitution of South Africa, which exclusively covers the rights of children. This section determines, *inter alia*, that every child has the right:

- To be protected from maltreatment, neglect, abuse or degradation Section 1(d),
- A child's best interests are of paramount importance in every matter concerning the learner (Section 2).

It is also of paramount importance that educators take cognisance of the fact that they may under no circumstances plead ignorance as a defence to a claim against them in a court of law. In the landmark case of *S v De Blom* 1977(3) SA 513(A) it was accepted by the Court that a person who involves himself in a particular sphere of activity must keep abreast of the legal provisions applicable to that particular sphere. In light of this ruling, "ignorance of the law is not an excuse" (Prinsloo & Beckmann, 1988:128).

In my review and analysis of some of the common law principles that are binding on educators and their work, I showed that educators are indeed not only expected but legally compelled to care conscientiously for all learners in their care at all school related events and functions.

In the following section, I review the third source of education and labour law, namely case law.

2.5.3 Case Law

Bray (1989:70) avers that case law is another important source of the law of education because it consists of the authoritative and binding decisions of the courts. In the following section, I shall discuss single court cases and court decisions, which may be of some significance to educators and their work.

2.5.3.1 Moletsane v Premier of the Free State and Another 1996 (2) SA 95 (OPD)

Squelch (1999:35) demonstrates, by means of the following court case, the importance of promoting fair labour practices by informing educators in writing of investigations concerning alleged misconduct against them.

In July 1995, an educator was suspended pending a departmental investigation into alleged misconduct. The letter that the Head of Education addressed to the educator informing her of the suspension read: “It has been decided in terms of S 14(2) of the Educators’ Employment Act 138 of 1994, that you be suspended from duty, with salary, with immediate effect, pending a departmental investigation into alleged misconduct on your part”. The letter did not elaborate on the reasons for the investigation. The educator, the applicant, contended that the letter she received did not constitute a valid notice of suspension since it did not stipulate the reasons for her suspension as specified under the fundamental right pertaining to Just Administrative Action 33(2) in the Constitution. This section reads: “Everyone whose rights have been adversely affected by administrative action has the right to be given written reasons”. The main legal question the court had to decide on was whether the letter sent to the applicant was a valid notice of suspension. The court held that sufficient reason had been furnished to the applicant. The court also indicated that the more drastic the action taken, the more detailed the reasons should be.

2.5.3.2 Knouws v Administrateur, Kaap 1981 1 SA 544 (C)

By means of the following court case, Bray (1989:99) demonstrates the importance of educators supervising learners properly, in other words, fulfilling their Duty of Care.

The facts of this case centre on a claim for damages instituted by Knouws on behalf of her daughter, Ester Louw. On this particular day, before school had commenced, Ester and her friend ran races on the lawn between the school buildings. Ester stumbled against the lawnmower where a labourer was busy mowing the lawn. Ester’s finger was caught in the lawnmower’s fan belt. The finger had to be amputated on account of

the seriousness of the injury. At the time of the accident, the caretaker was approximately thirty metres away from the scene, on his way to the administrative offices. Knouws alleged that the labourer, the caretaker and the school principal had acted negligently. The judge contended that mowing the lawn at that particular time, created unnecessary risk of injury to learners. In this judgment it was found that all three parties had acted negligently. Bray (1989:102) explains the authoritative legal principles that evolved from the judge's decision, namely that educators must bear in mind that learners often act impulsively and that the school has a special duty to ensure the safety of learners at play times.

2.5.4 Summary of the Third Domain: The South African Education and Labour Law Context

In the third domain of my literature review, I presented an analysis and discussion of the three sources of education and labour law, which are pertinent to this study. The first source of education and labour law I discussed was Statutory Law. Statutory law comprises authoritative sources and national legislation made by an organ of state. I commenced the discussion, by firstly referring to the supreme law of the Republic of South Africa, the Constitution. I explained the content and meaning of some fundamental human rights contained in the Bill of Rights and how they may be applied by educators in the context of schools and teaching.

In my discussion of certain sections of the South African Schools Act, No 84 of 1996, I demonstrated how the education authorities expect educators to assist the members of school governing bodies in carrying out certain governance functions and the impact this expectation could have on educators' workloads.

I briefly analysed the seven roles of educators, which are stipulated in the National Education Policy Act, No 27 of 1996, then clarified the workload of educators in Section 3 and the duties and responsibilities of educators in Section 4 of the Personnel Administration Measures (PAM) of the Employment of Educators Act, No 76 of 1998. I found that some of the duties and responsibilities are open-ended and not sufficiently specific in terms of what is expected of educators, which creates silences, gaps and omissions in the legislation that may be intentionally or unintentionally exploited by parents.

Thereafter, I discussed the Integrated Quality Management System (IQMS) and pointed out that the seven performance standards with which educators must comply and the expectations they need to meet in order to be appraised as "outstanding" are extensive and require high levels of effort and commitment on the part of educators.

I rounded up my discussion on statutory law and legislation, which is particularly relevant to the education context and this study with brief references to the Basic Conditions of Employment Act, No 75 of 1997, the Labour Relations Act, No 66 of 1995, the Education Labour Relations Council (ELRC) and the South African Council for Educators.

In my analysis and discussion pertaining to a second source of education and labour law, namely Common Law, I referred to *in loco parentis* and Duty of Care, two important legal principles, which govern the manner in which educators fulfil their pastoral and classroom management duties and responsibilities.

I concluded my analysis and discussion of the third domain of my literature review, the South African education and labour law context, by referring to the third source of law, namely Case Law. The two court cases I cited have specific bearing on the nature of an educator's field of work.

In the following sections, I address the implications that the three domains of the literature review hold for this study.

2.6 Implications of the Literature for my Research

In this section, I present a brief discussion in which I shall examine the implications of the literature for my research question, aims, working assumptions and methodology.

2.6.1 Implications of the Literature for the Research Question

The international and South African literature that I have reviewed and discussed in my three domain model that focuses on educator workload, hold significant implications for the research questions which guide this study.

The first domain comprising the review and discussion of the international literature dealing with education reform strategies, centralisation as opposed to decentralisation, marketisation, managerialism and their apparent contributions to the educator workload intensification thesis, link directly to the first research question, namely:

- What are the expectations of governing bodies with respect to educator workloads?

The second and third domains comprising the review and discussion of the South African literature on educator workloads, prevailing education,

labour law and other relevant law, link directly to the second and third research questions, namely:

- What are the rules and regulations governing educator workloads as established in prevailing education labour law and other relevant law?
- To what extent is there alignment or divergence between governing body expectations of educator workloads and what is expected within prevailing education labour law as it affects the work of educators?

In support of an implication that the second domain of the literature review appears to hold for the research question, I wish to cite from the South African literature reviewed in the report on Educator Workload in South Africa (Department of Education, 2005:42):

The review of the international literature has examined literature on international norms, reasons for increased workload and the impact of workload. Reasons for increased workload include class size, the expanded roles of educators, professionalisation and intensification of work including increased curriculum and assessment demands, the growing accountability movement, salary and status and the beginning teacher syndrome. Studies on the impact of workload have also linked workload to school variables, educators' professional concept and student behaviour.

One may view much of this literature as part of the wider 'change' literature, focusing on the impact of educational reform and restructuring in the last twenty years. These debates are well rehearsed in the South African literature, where many parallels have been drawn. However, neither this literature, important as it is in identifying the problem, nor the large number of unpublished theses by students that suggest that workload is a key concern, explicitly address the relationship of workload against national and international policy on workload or examines the latter in relation to actual workloads carried in day-to-day practice.

In view of this claim, this research aims to provide reliable, empirically based findings that will answer the research question and satisfy the silences and gaps in the knowledge base by examining educators' actual workloads in day-to-day practice and comparing it to national policy.

2.6.2 Implications of the Literature for the Aims of the Study

I expect that the literature I have reviewed will assist me to achieve the specific aims I set for this study, namely:

- To ascertain the expectations that governing bodies hold with respect to educator workloads.
- To identify and examine the rules and regulations governing educator workloads as established in prevailing education labour law.
- To determine the extent of correspondence or divergence between governing body expectations of educator workloads and what is expected within prevailing education labour law as it affects the work of educators.

I expect that the aims of this research will enable me to be conversant with the literature dealing with prevailing education labour law and that they will assist in providing me with partial answers to the research question. Conversely, I expect that the literature will support the aims of the research and guide the research process.

2.6.3 Implications of the Literature for the Working Assumption

Briefly stated, the claims I make in my working assumption are that members of primary school governing bodies situated in middle-class contexts tend to hold high expectations of educators and that such expectations regarding educator duties and responsibilities contribute to the intensification of educators' workloads and possibly high educator turnover. The first domain of my literature review, namely the discussion of the empirical findings of international scholars who have focused on educator workloads, positively supports my working assumption.

The Three Domain Model of Dinham and Scott (2000), Whitty's (1989) contributions in Apple (2001), Ball (1994), Naylor and Schaefer's BCTF Reports (2002), Naylor's Time-Use Study (2001), Hargreaves' Work Intensification Thesis (1992), Hakanen, Bakker and Schaufeli's Job Demands-Resources Model (2005), Robertson's Work-Life Conflict (2002) and Riccio (2001) address the debate on educator expectations and have empirically proved that educators' workloads have intensified over the past years.

The second domain of my literature review focuses on South African literature pertaining to educator workload. The Educator Workload in South Africa study conducted by the Human Sciences Research Council (HSRC) (2005) for the Education Labour Relations Council (ELRC) also confirms my working assumption that despite the fact that educators' workloads have intensified over the past few years, educators spend less time on teaching and learning duties and responsibilities than they do on other school activities. The findings that emerged from the data indicate that there is a gap between policy and practice. This supports my assumption that prevailing South African education labour law creates a

space in which governing bodies could influence the workloads of educators. In doing so, they could militate against not only educators' rights to fair labour practices, but also children's rights and best interests.

2.6.4 Implications of the Literature for the Research Design and Methodologies

The literature I reviewed holds significant methodological implications for my research, specifically for my data collection methods and instruments.

In the first domain of the literature review focusing on international empirical research on educator workloads and work intensification, Naylor (2001:3) reports on a time-use study, in which educators were encouraged to record their time use in a diary. Similarly, in the second domain, the report on Educator Workload in South Africa conducted by the Human Sciences Research Council (HSRC) for the Education Labour Relations Council (ELRC) focused entirely on the hours that educators actually spend on their various activities. Researchers used closed and open-ended survey questions to calculate and determine the extent and nature of educators' workloads.

Both these reports focus on the number of hours that educators spend on their various duties, responsibilities and activities. Naylor found that educators tend to underestimate the actual time they spend on the various aspects of their day-to-day duties. The reality only becomes evident when they keep a written record of the time spent on activities as accurately as possible.

At the outset of my research and prior to the literature review, I had contemplated using a time-use diary as a data collection instrument to record the actual time that educators spend on their various duties, responsibilities and activities. I was persuaded when I accessed Naylor's report in the literature as it confirmed that a time-use diary is a means of obtaining reliable data concerning the nature of educators' workloads. The literature also suggests that meaningful data may only become available by means of qualitative research.

2.7 Conclusion of Chapter Two and Preview of Chapter Three

In Chapter Two, I presented and discussed my three-domain model of literature with foci on educator workload. I commenced the literature review with a brief description of the approaches I used to gain access to the available literature. Thereafter, in the first domain, I presented a review and discussion of the international literature with specific focus on educator workloads. In the second domain of South African literature, I

discussed the findings of a pertinent study conducted by the Human Sciences Research Council (HSRC) for the Education Labour Relations Council (ELRC). In the third domain, I included a review of the most recent and pertinent education labour law and other relevant law, which relates to my research question.

The reflection and discussion of my three domain model of literature with foci on educator workloads serves as evidence that educators' workloads have not only intensified in South Africa but also internationally. Various scholars attribute the intensification to different factors. Among these are global education reform strategies such as decentralisation and marketisation together with an increase in parental expectations of educators' responsibilities toward learners owing to societal factors. The third domain demonstrates that education law in South Africa places numerous expectations on educators in the form of duties, responsibilities and obligations, which are not specified and given sufficient attention to under education labour law. Furthermore, gaps and silences in education law and education labour law render such laws open to own interpretations, which may hold negative consequences for educators, learners and the quality of teaching and learning in schools.

In Chapter Three, I discuss the research design and methodology I used in the implementation of the research plan. Chapter Three also describes the procedures I followed in the data collection process.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY: IMPLEMENTING THE RESEARCH PLAN

3.1 Introduction

Chapter Three serves to elucidate the manner in which I planned and designed the research. In regard to research design, Henning (2004:146) states that the function of a research design is to ensure that the evidence obtained enables the researcher to answer the initial research question as unambiguously as possible. The evidence is used to support the main argument, which will form the basis on which knowledge claims will be made.

In this chapter, I also describe the data collection instruments and the manner in which I gained access to the samples and sites. I discuss the merits and limitations of the data collection instruments and the challenges I encountered during the data collection procedures.

3.2 Research Philosophy and Theory

Simplistically stated, philosophy has to do with explaining, by means of theories, why things are the way they are. Henning (2004:15) states that it is evident from Knobel & Lankshear's (1999) model that theoretical perspectives constitute interrelated sets of assumptions, concepts and propositions that constitute a person's view of the world. In my research, it was my intention to understand and interpret the different ways in which parents who serve on school governing bodies in middle-class contexts view the world and make meaning in their lives. In other words, I need to understand the ways in which governing body parents construct and give meaning to education, teaching and learning.

My assumption is that the unique way in which each member of the governing body views and values education will be manifested in the expectations they hold of the education system in general and of educators in particular.

This research is therefore situated within an **interpretivist research paradigm**, which emphasises experience and interpretation, as opposed to a positivist paradigm, which emphasises experience and observation. In my research, I am fundamentally concerned with understanding and interpreting governing body parents' personal definitions, perceptions,

experiences and interpretations, which collectively determine the expectations they hold of educators.

3.3 Knowledge Claim

In formulating a knowledge claim, I firstly clearly need to define what knowledge is. I view science as the search for knowledge and truth and the means for understanding phenomena within my world. I acknowledge that the search for complete knowledge and truth can never be achieved and perfected by any researcher, owing to the multiple meanings and interpretations applied to the concepts “knowledge” and “truth” by different people. Like me, people assign their own meanings to knowledge and truth to assist them in their understanding of phenomena. In my capacity as researcher, I am therefore limited to researching a relatively small sample of reality, namely the expectations that members of primary school governing bodies in middle-class contexts expect of educators.

In light of this, Henning (2004:20) is of the opinion that knowledge does not only consist of observable phenomena but also of descriptions of people’s intentions, beliefs and values. People tend to acquire their knowledge regarding these phenomena through mental processes of understanding and interpretation, which are influenced by and interact within different social contexts. Therefore, the world consists of multiple perspectives and realities of knowledge and truth. Since the methodological aim of my study is to understand and interpret some of these perspectives and realities of knowledge and truth, namely the expectations that members of school governing bodies in middle-class contexts hold of educators, the theoretical underpinning of my study is situated within the **qualitative interpretive paradigm**.

3.4 Qualitative Research

Based on the premise that the world consists of multiple realities and that individuals experience these realities in uniquely different ways, this study would be best suited to the qualitative research paradigm. Airasian & Gay (2003:163) are of the opinion that qualitative disciplines strive to capture the human meanings of social life as it is lived, experienced and understood by the research participants. Merriam (2002:3) concurs by stating that to understand qualitative research the researcher needs to examine the meaning, which is socially constructed by individuals while interacting with their world. Henning (2004:5) affirms by stating that when we refer to qualitative research, we use a term, which denotes a type of inquiry in which the qualities, characteristics and properties of a phenomenon are examined for a better understanding and explanation.

The intellectual puzzle that guides this research pertains to the expectations that members of public school governing bodies in middle-class contexts hold of educators.

In view of the above citations, a quantitative approach proves to be unsuitable for this research, since the primary aim of this research is not to count and statistically quantify the responses of participants but to understand and interpret their responses. In support of my choice, I refer to Merriam's (2002:5) recommendation that in qualitative research "words and pictures rather than numbers are used to convey what the researcher has learned about the phenomenon". This citation accurately sums up the qualitative nature of my research.

3.5 Working Assumptions

The purpose of this research is to determine the expectations that public school governing bodies in middle-class contexts hold of the work of educators judged in the light of prevailing education labour law as well as other relevant law. Specifically, this study examines governing body expectations with respect to educator workloads and the degree of alignment between such expectations, prevailing education labour law and other relevant law as it applies to educators. My working assumptions include the following:

- The workloads of educators who teach at middle-class, public primary schools are intensifying particularly in respect of administrative and extra-mural duties.
- Members of public primary school governing bodies situated in middle-class contexts tend to hold high expectations of educators.
- High expectations intensify educators' workloads.
- Prevailing South African education labour law creates a space in which governing bodies are legitimately able to increase the workloads of educators.
- High expectations and increasing workloads lead to high educator attrition and turnover.
- High educator attrition and turnover negatively affects the quality of education we strive to improve.
- Certain duties and responsibilities expected of educators by members of school governing bodies in middle-class contexts diverge from prevailing education labour law and other relevant law.
- The degree of alignment or divergence between governing body expectations of educators and the rules and regulations prescribed by prevailing education labour law and other relevant law is very similar in public, middle-class schools.

- It also appears there is a possibility that governing bodies' use of such space might militate against children's right to education and even the best interests of children.
- The types of school governing bodies operating in public schools situated in middle-class contexts will precisely fit the descriptions contained in Creese & Earley and Roos' models.

3.6 Style of the Research

This research firstly seeks to explore, understand and interpret the expectations that members of public school governing bodies in middle-class contexts hold of educators. It may therefore be described as interpretive research. According to Henning (2004:45), this style of research allows individuals and groups the opportunity to form symbols of reality and meaning by means of pictures and language. The data collection techniques include documents and interviews.

3.7 Ethical Clearance and Considerations

In compliance with the ethical requirements of my research, I completed and submitted appropriate documents to the Ethics Committee of the University of Pretoria, which approved my application and issued a certificate, which remained valid for three years.

3.8 Approval for the Research

I obtained the necessary approval and consent of the Western Cape Education Department to conduct this study before commencing with the data collection. I E-mailed a letter in this regard to the Head of Research at the Western Cape Education Department.

3.9 Data Collection Approaches and Methods

Once the ethics requirements were in order and the WCED had approved the research, I compiled a list of the names, addresses and telephone numbers of nineteen public primary schools situated in middle-class contexts, which I identified as potential participants. The schools, which I identified, were situated in middle-class contexts of Paarl and Wellington, Durbanville, Bellville and Cape Town, Stellenbosch and Somerset-West.

I selected the public schools in these middle-class areas of the Western Cape Province because I reside and work in these areas. I contacted the school principals telephonically and asked for an appointment to meet briefly with them to explain the purpose of this study and ask their consent to gather data at their schools. I scheduled appointments with nineteen principals as I anticipated that there might be, for various

reasons, a number of principals who would be unwilling to participate in the study. I photocopied, stapled and packed neat packages of all the documents I required, which included the letters of informed consent, open-ended interviews and time-use diaries, prior to my appointments with the principals.

3.10 Gaining Access to the Research Samples and Sites

It took two days to conduct my appointments and discussions with the nineteen school principals. I originally allocated approximately forty-five minutes to meet with each principal, which I considered adequate time for me briefly to explain the purpose of my research and what my expectations were regarding the completion of the questionnaires and time-use diaries.

I planned the route I needed to drive in such a way that I would be able to travel to each school in the minimum time. I drove a “practice run” during the weekend prior to the appointments to orientate myself in the various suburbs and to find the exact location and main entrance gate of each school. Strict security measures enforced by the Western Cape Education Department in the form of electronic gates at schools make access to schools a relatively time-consuming and complicated procedure. I confirmed the appointments telephonically on the day prior to the appointments to ensure that there were no alterations to the arrangements.

3.11 Obtaining Participants’ Consent

I met the nineteen principals. They were all interested in my research and extremely helpful and accommodating. During my meeting with the first principal, I realised that my in-depth, unstructured interview with this enthusiastic and knowledgeable person constituted an unexpected but valuable third data collection instrument.

The principal’s information regarding the background of his school, the relationship between him and the governing body, himself and his educators and the governing body and educators, together with his particular management style, provided me with valuable and meaningful data, which I recorded as key words on a notepad during our unstructured and informal interviews. I conducted interviews with all nineteen principals. Fifteen of the nineteen principals agreed to participate in my research and granted their consent for me to collect data by means of the open-ended questionnaire and teacher time-use diary at their schools, by signing the enclosed letters of informed consent.

In addition to the interviews, a number of principals took me on a tour of their school to show me the well-equipped facilities and the manner in which the educators, parents and learners utilise the facilities. This was an enlightening and valuable experience, as they showed me how the most recent technological innovations and equipment are used to enhance the obviously excellent standards of teaching and learning that exist in these schools.

3.12 Sampling

Merriam (2002:12) states that since a qualitative study is designed to understand the meaning of a phenomenon from a participant's perspective, it is important that the researcher should select a sample, which will be rich in information and from which the researcher will learn a great deal. The sampling must therefore fulfil a purpose. To render the sampling **purposive**, the first component of the research sample comprised members of public school governing bodies. The principals immediately agreed to forward the open-ended questionnaires and the enclosed letters of informed consent to the various members of their governing bodies. The parent component of the sample comprised approximately five to seven school governing body members. The second component of the research sample comprised five post level 1 educators at each school. I also conducted the informal, unstructured interviews with nineteen school principals, which constituted **convenience** sampling.

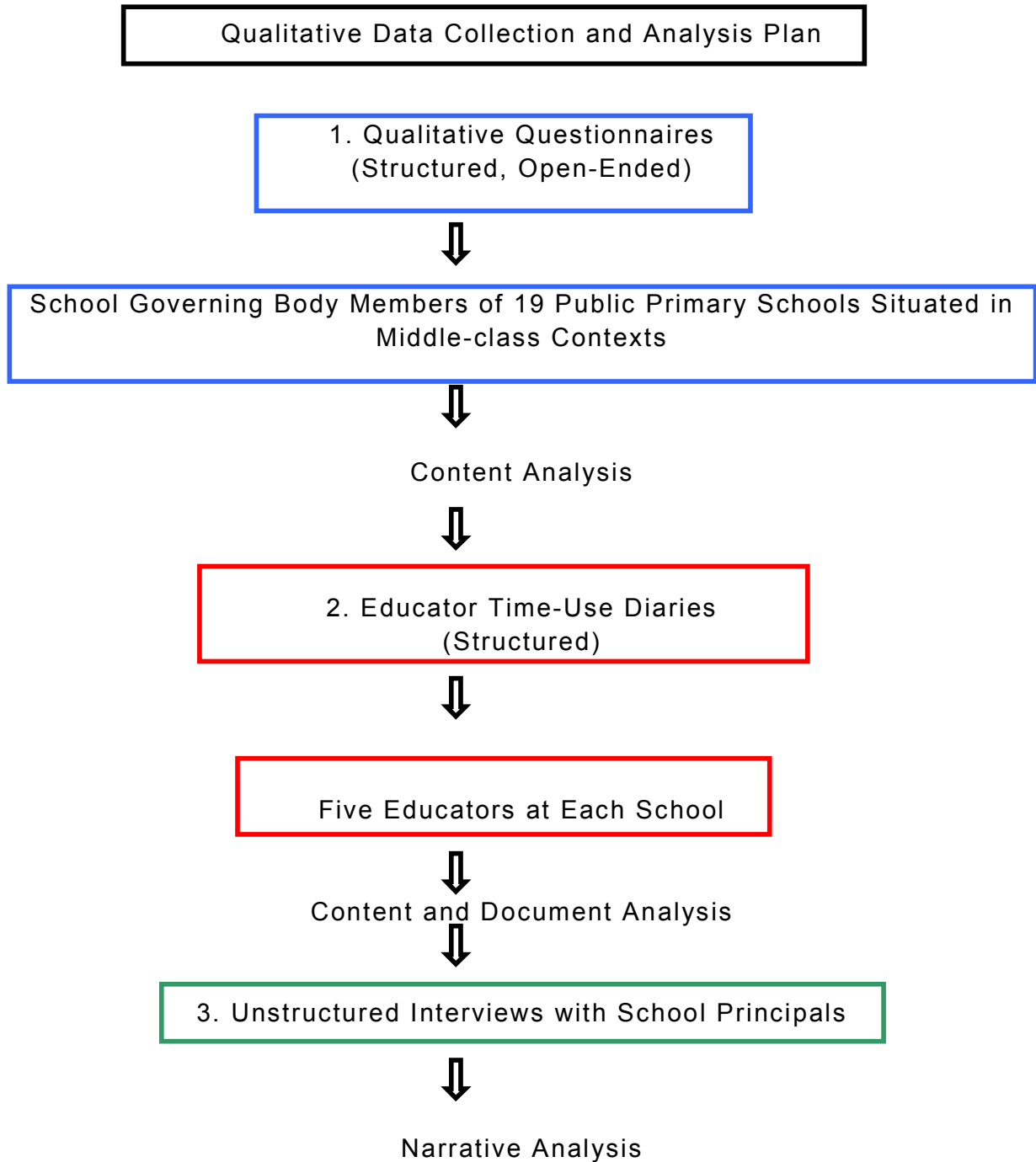
Since it was my intention to gather rich and meaningful data to answer the research question of my study, I asked the principals if they would ask male and female educators in the different phases to complete the educator time-use diaries.

This method of sampling would enable me to compare and establish whether there are differences between the workloads of male and female educators as well as whether there are differences in the workloads of educators in the various phases of the public primary school. I asked the principals to select the sample educators on my behalf, as I did not wish to undermine their authority as head of the school. I was confident that they knew their educators well and that they would select reliable and experienced educators in each phase that would provide me with meaningful data. A number of the principals mentioned this to me before I needed to explain it to them, which made the explanation of my sampling procedure a great deal easier and in some instances, unnecessary.

3.13 Data Collection Instruments

I initially planned to collect data by using two data collection instruments. Firstly, I needed to ask the members of the schools' governing bodies to complete **open-ended questionnaires** (Addenda G and H on attached CD-Rom), which would enable them to state clearly what they expect of educators. Secondly, I needed educators to record all their daily duties and responsibilities on a **time-use diary** (Addenda I and J on attached CD-Rom), which would enable me to determine the number of hours and minutes educators spend on their various teaching and other duties and responsibilities over a period of two weeks. The idea of the third data collection instrument, namely the unstructured **interviews** with the school principals, came to mind after my productive and interesting discussion with the first school principal I met.

Figure 3.1 Qualitative Data Collection and Analysis Plan



3.13.1 The Open-Ended Questionnaire

The questions I included in the questionnaire for the members of the governing bodies (Addenda G and H on attached CD-Rom) specifically focused on the following core responsibilities of educators:

Teaching Responsibilities

1. Planning and preparation of lessons
2. Teaching lessons
3. Marking of learners' work and feedback
4. Keeping record of learners' assessment and profiles
5. Assistance to learners with learning problems
6. Enrichment of bright learners
7. Progress reports to parents
8. Other

Classroom Management

1. Creation of a positive teaching and learning environment
2. Maintaining discipline
3. Other

Extra-mural Activities

1. Coaching and involvement in sport
2. Involvement in cultural activities
3. Involvement in fundraising activities
4. Involvement in the school's social functions
5. Involvement in school committees e.g. PTA and Governing Body
6. Other

Pastoral Duties

1. Playground duty
2. Bus / gate duty
3. Scholar patrol
4. Sick learners
5. Other

Administrative Duties

1. Collection of money in class e.g. school fees, fundraising money, etc.
2. Handing out newsletters
3. Keeping attendance registers
4. Other

Professional Duties

1. Attendance at meetings, workshops, courses, etc.
2. Other

3.13.2 The Educator Time-Use Diary

I asked the consenting school principals to select one post-level 1 male educator in the Senior or Intermediate Phase, two post-level 1 female educators in the Senior or Intermediate Phase and two post-level 1 female educators who teach in the Foundation Phase. They were required to record time-use diaries (Addenda I and J on attached CD-Rom) detailing the time they spent on all their duties and responsibilities for a period of two weeks. The time-use diaries, like the questionnaires, focused on precisely the same core responsibilities of educators.

3.13.3 Interviews with Principals

During the interviews, the principals shared their opinions on governing body expectations of educators with me and expressed their thoughts on whether expectations might influence the workloads of educators.

3.14 Methodological Limitations

The epistemology underpinning my research is the interpretivist paradigm. I therefore tend to construct my own understanding and perceptions of the expectations that school governing body members hold of educators according to my own realities and teaching experiences. I am, therefore, unable to claim complete objectivity, which may be considered a limitation to my research.

The focus of my research was ex-HOA public primary schools situated within middle-class contexts of the Western Cape. It follows that my research findings cannot be considered valid for ex-HOA public primary schools situated in other contexts, ex-HOD (House of Delegates) schools, ex-HOR (House of Representative) schools, private schools or high schools situated either in the Western Cape or in any of the other provinces of South Africa.

3.15 Summary of Research Design

In Table 3.1, I present a summary of my research question, assumptions, data collection instruments and the type of analyses I utilised in analysing the data.

**Table 3.1 Summary of Research Design and Methodology:
Implementing the Research Plan**

| Research Question: What do members of primary school governing bodies situated in middle-class contexts expect of educators? | | |
|--|---|------------------------|
| Assumptions | Instruments | Analyses |
| 1. Members of public primary school governing bodies situated in middle-class contexts tend to hold high expectations of educators. | Open-Ended Questionnaires | Content and Document |
| 2. The workloads of educators who teach at middle-class public primary schools are intensifying. | Educator Time-Use Diaries | Content and Document |
| 1. and 2. above | Unstructured Interviews with Principals | Document and Narrative |
| 3. Certain duties and responsibilities expected of educators by members of public primary school governing bodies in middle-class contexts are not in alignment with prevailing education labour law and other relevant law. | Education Labour Law and Other Relevant Law | Content and Document |

3.16 Conclusion of Chapter Three and Preview of Chapter Four

In Chapter Three, I explained the manner in which I designed the research plan and the manner in which I intend to implement it.

In Chapter Four, I present and describe the raw data collected by means of my data collection instruments. The initial data analysis proceeds with a content analysis by means of coding. Coding is followed by the formulation of categories, which are compared and linked by thematic patterns and relationships. After I have defined the thematic categories, I apply document analysis, which yields an in-depth description of the deeper meaning of the data. Following this, I interpret the data by formulating my findings, main argument and discussion with support from my literature review and conceptual framework, to answer my research question.

CHAPTER FOUR

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

4.1 Introduction

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

4.2 Implementing the Open-Ended Questionnaires

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

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

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

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

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

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

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

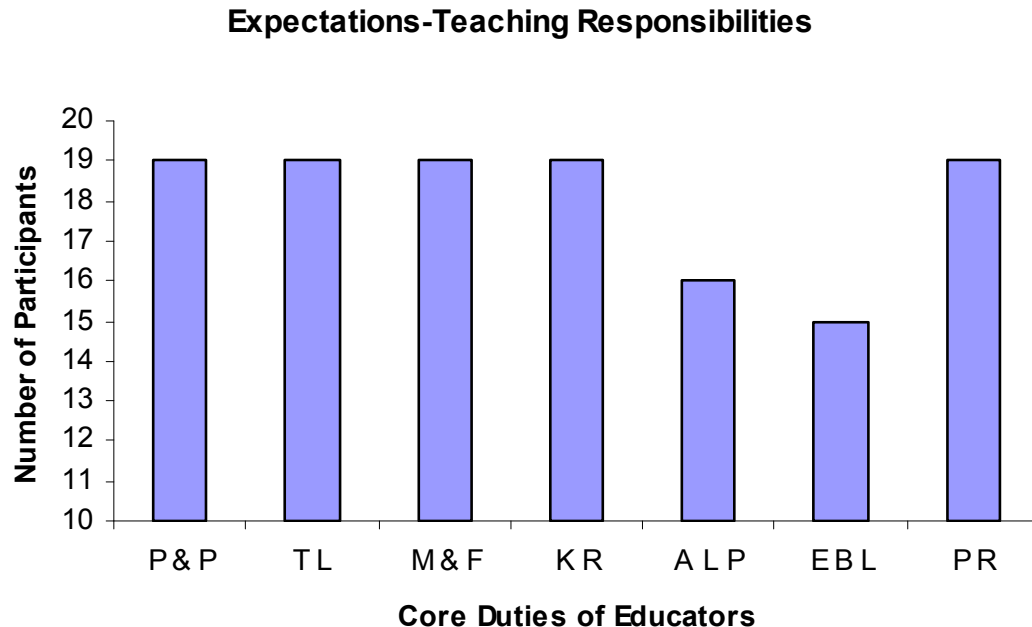
In order to answer these questions, I scoured and mined the data for striking similarities, differences, peculiarities, patterns, trends and relationships, which would assist and guide me to identify, describe and understand the type of expectations members of governing bodies hold of educators. I recorded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

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

4.3.1 Teaching Responsibilities

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

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



Legend:

P & P = Planning and Preparation

T L = Teaching Lessons

M & F = Marking of Learners' Work and Feedback

K R = Keeping Record of Learners' Assessment and Profiles

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

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

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

4.3.1.1 Planning and Preparation of Lessons

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

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

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



| | | |
|--|----------------------------|--|
| | Stimulating and Effective. | |
|--|----------------------------|--|

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.3.1.2 Teaching Lessons

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Chapter 4: Presentation of Data Collection, Analysis, Findings and Interpretation: Open-Ended Questionnaires

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

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

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

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

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

4.3.1.3 Marking of Learners’ Work and Feedback

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

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

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

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

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

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

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

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

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

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

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

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

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

4.3.1.4 Keeping Record of Learners' Assessment and Profiles

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.3.1.5 Assisting Learners with Learning Problems

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.3.1.6 Enriching Bright Learners

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.3.1.7 Progress Reports to Parents

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.3.1.8 Other Comments

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

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

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

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

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

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

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

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

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

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

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

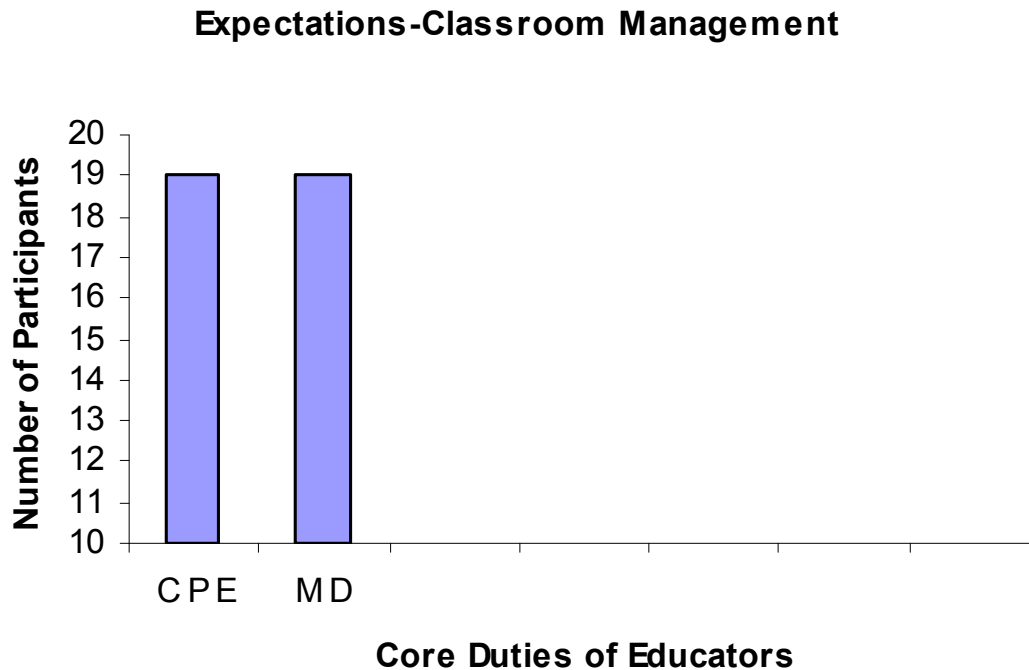
In some cases in point, the nature of the work may infringe on educators' fundamental right to fair labour practices and on their private lives. School communities, governing bodies and parents need to guard against educator burnout, which may negatively affect the high standards and quality teaching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

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

4.3.2 Classroom Management

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

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



Legend:

C P E = Creating A Positive Teaching and Learning Environment

M D = Maintaining Discipline

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

4.3.2.1 Creating a Positive Teaching and Learning Environment

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.3.2.2 Maintaining Discipline

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.3.2.3 Other Comments

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

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

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

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

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

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

- *Evaluation by learners (GB11).*

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

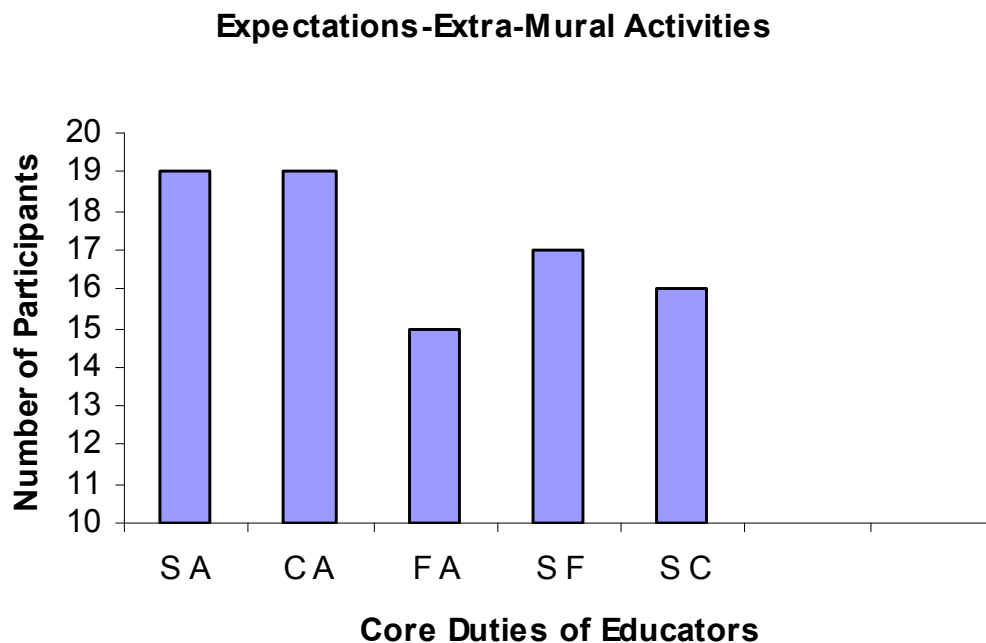
By way of conclusion, the findings in this section indicate that the expectations that members of school governing bodies hold of educators in relation to the maintenance of discipline correspond with and are aligned with the requirements set out in prevailing education legislation. The Employment of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

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

4.3.3 Extra-Mural Activities

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

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



Legend:

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

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

4.3.3.1 Coaching and Involvement in Sport

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.3.3.2 Involvement in Cultural Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.3.3.3 Involvement in Fundraising Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.3.3.4 Involvement in the School’s Social Functions

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

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

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

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

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

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

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

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

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

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

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

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

4.3.3.5 Involvement in School Committees

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.3.3.6 Other Comments

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

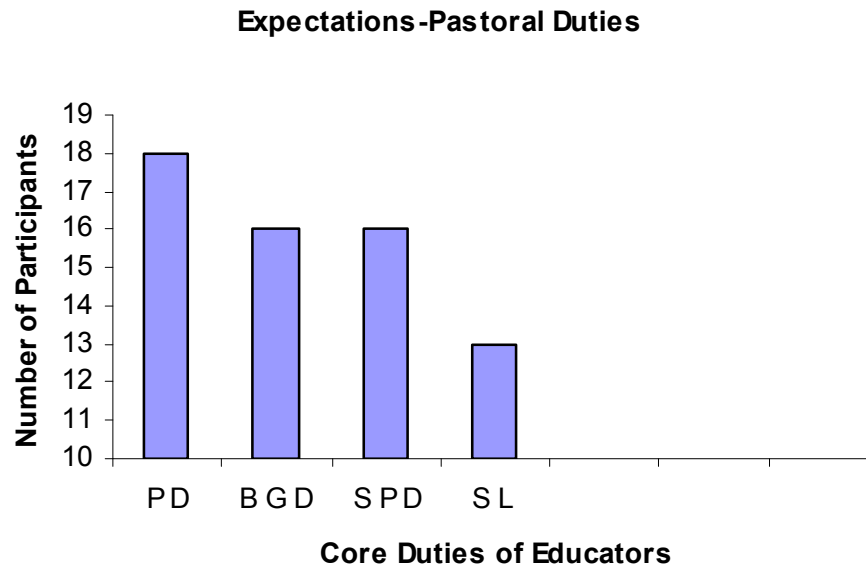
- *I in no way expect an educator to be involved in all extra-mural activities. He/she must still have time for his/her career and time for himself/herself (GB4).*
- *There must be a good relationship between the principal, senior personnel and educators to get the best of everyone and to manage the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

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

4.3.4 Pastoral Duties

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

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



Legend:

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

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

4.3.4.1 Playground Duty

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.3.4.2 Bus and Gate Duty

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

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

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

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

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

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

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

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

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

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

4.3.4.3 Scholar Patrol Duty

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

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

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

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

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

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

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

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

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

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



4.3.4.4 Sick Learners

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

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

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

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

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

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

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

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

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

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

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

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

4.3.4.5 Other Comments

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

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

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

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

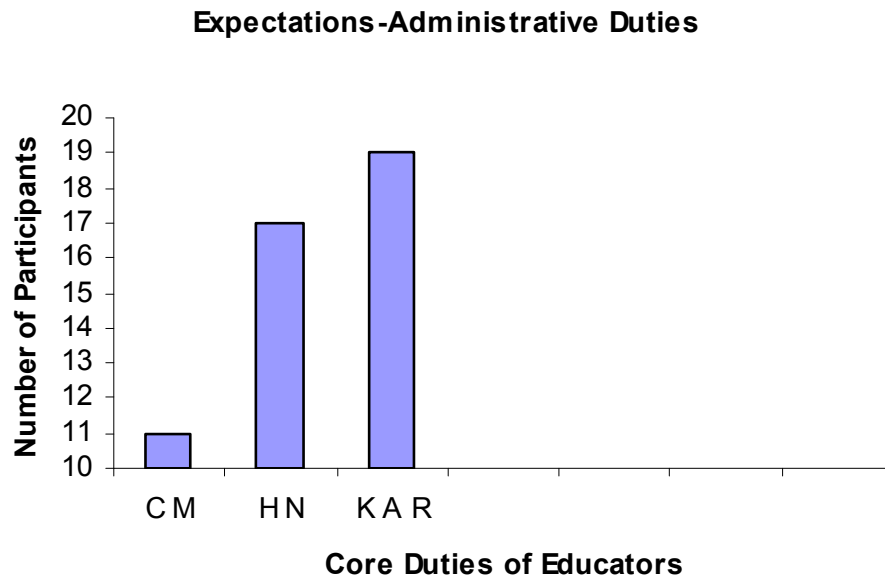
My examination of prevailing education labour law in respect of pastoral duties revealed that the participants' expectations of the school and educators correspond with and are in alignment with Paragraph 3, Section 3.1 of the Personnel Administration Measures contained in the Employment of Educators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

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

4.3.5 Administrative Duties

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

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



Legend:

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

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

4.3.5.1 Collection of Money in Class

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- *Occurs daily (GB16).*

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

4.3.5.2 Handing Out Newsletters

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

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

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

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

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

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

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

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

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

4.3.5.3 Keeping Attendance Registers

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

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

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

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

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

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

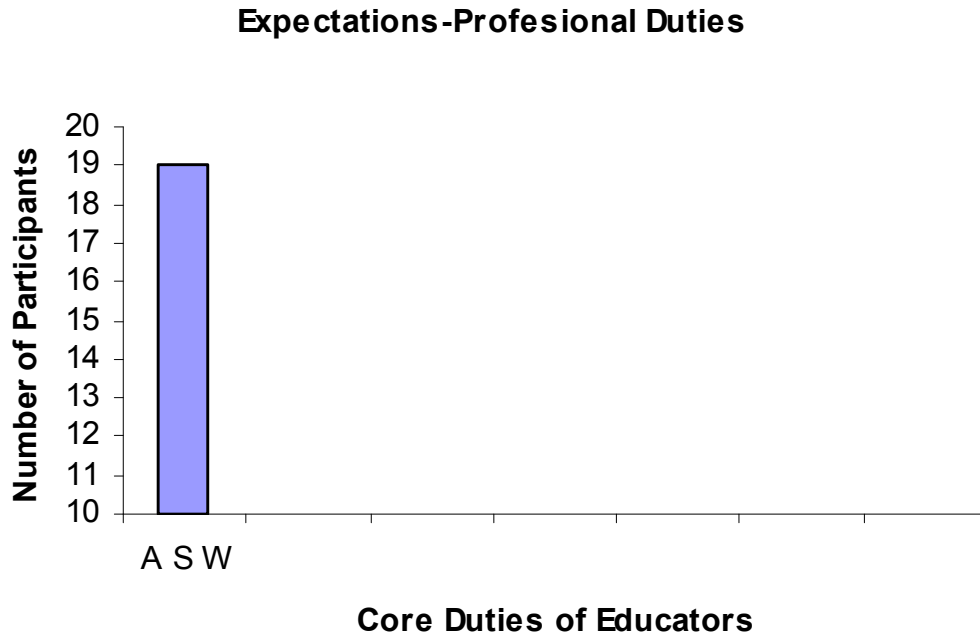
Finally, the National Education Policy Act, No 27 of 1996, in the Norms and Standards for Educators, under the heading Leader, Administrator and Manager, states, "The educator will make decisions appropriate to the level, manage learning in the classroom, **carry out classroom administrative duties efficiently**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

4.3.6 Professional Duties

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

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

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



Legend:

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

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

4.3.6.1 Professional Development

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

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

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

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

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

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

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

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

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

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

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

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

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

4.3.7 Discussion of Participants' Concluding Comments

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

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

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

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

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

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

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

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

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

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

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

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



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



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

4.5 Synthesis and Presentation of Primary Argument

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

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

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

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

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

4.6 Conclusion of Chapter Four and Preview of Chapter Five

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

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

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

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

CHAPTER FIVE

THE EDUCATOR TIME-USE DIARIES

5.1 Introduction

The analysis in this section may be described as a hybrid type analysis, drawing from the quantitative and qualitative research approaches. I drew from the **quantitative** research approach to the analysis by calculating the **total time**, in hours and minutes that each educator spent on the various core duties, which I used in the questionnaires. Thereafter, I calculated the **average time**, in hours and minutes that each educator spent on the various core duties. I furthermore drew on the **qualitative** research approach in the analysis of the additional written comments and observations offered by educators.

5.2 Implementing the Educator Time-Use Diaries

I began my fieldwork at the beginning of the second school term. The Western Cape Education Department prohibits fieldwork at any of its public schools during the first and fourth school terms, which happen to be the busiest terms of the year. The educators employed at the schools I approached completed the time-use diaries (Addenda I and J on attached CD-Rom), in which I asked them to record, in hours and minutes, all their school-related duties and responsibilities under the core duty headings for two weeks. I did not specify exact dates in which educators needed to complete the time-use diaries but informed the principals that I would collect the diaries within six weeks. I received 31 completed educator time-use diaries of the 75 delivered to schools, which is a 41% return. Although seemingly low, this was an improvement on the open-ended questionnaire return rate.

Upon collection of the educator time-use diaries, four principals explained to me that their educators had been too busy with school activities to complete their diaries. These comments alone suggest that educators have intense workloads.

In preparation for the data analysis, I firstly read the time-use diaries to gain an overall impression of the educators' responses to my instruction, which was to record the time they spent on all their school related duties and responsibilities under the core duty headings for two weeks. I noted that some of the educators recorded their diaries over a period that included at least three public holidays. This meant that instead of

recording their diaries over a period of fourteen days, some educators only recorded their diaries for eleven days. The omission of three days would significantly influence my data analysis and findings. I also noted that some educators put a great deal of time and effort into the completion of their diaries and offered additional comments and suggestions, which were meaningful in terms of my research question and working assumptions. Once I had completed reading the contents of the time-use diaries, I coded each diary with the code “E” representing “educator” as well as a numerical reference number.

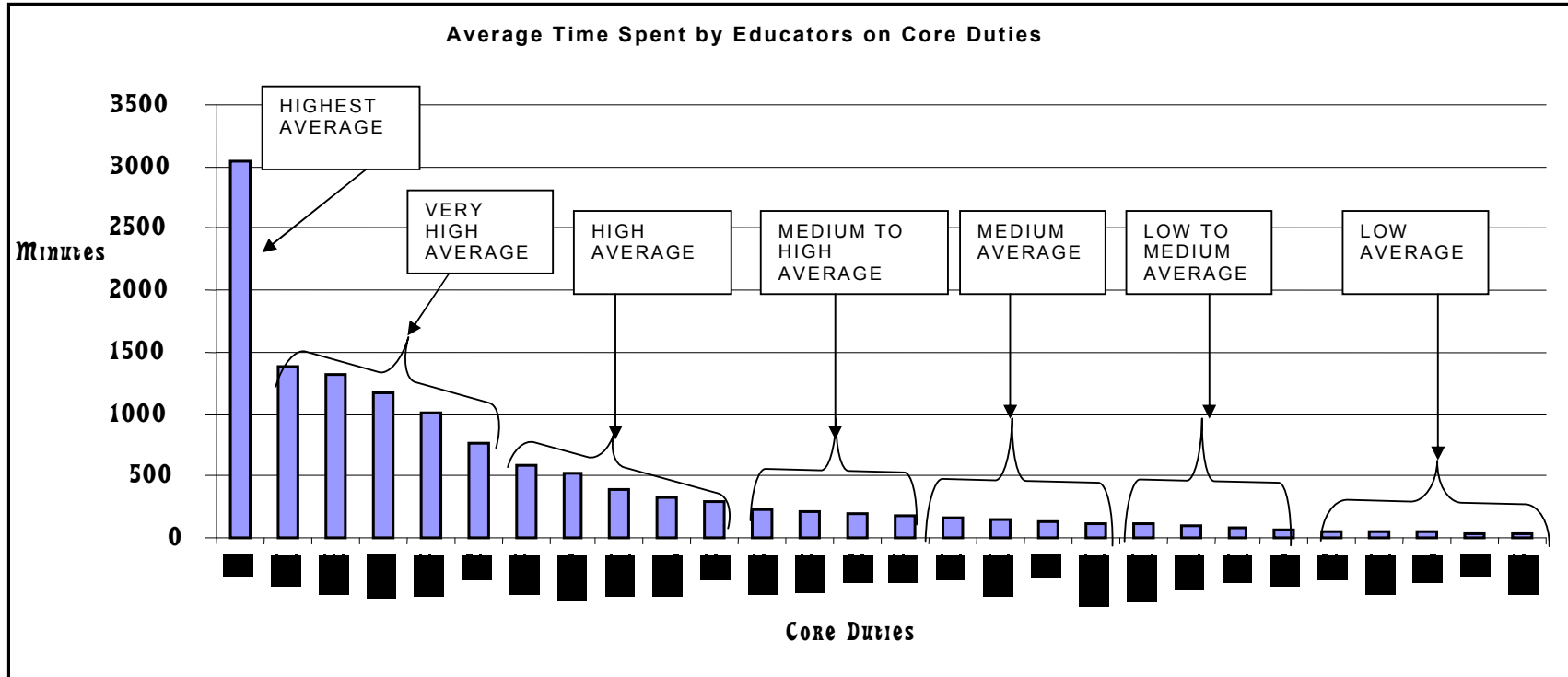
5.3 Presentation and Discussion of the Analysis, Findings and Interpretation of the Data

Briefly, the format of the data analysis for each of the core duties throughout this section is as follows:

- Calculation and recording of the **total time** spent over two weeks, indicated in hours and minutes, by educators on the various core duties in tabulated format (Addendum M on attached CD-Rom).
- Calculation and recording of the **average time** spent by educators on the various core duties over two weeks (Addendum M on attached CD-Rom).
- Graphic representation of the average time spent by educators on the various core duties to identify striking similarities, patterns, trends, relationships, differences and peculiarities in the data (Figure 5.1).
- Analysis of additional comments made by educators.
- Analysis of educator’s (E5) “job description”.
- Analysis of the excerpt from an educator’s personal diary.
- Examination of prevailing education labour law and other relevant law to ascertain whether the actual duties and responsibilities performed by educators are in alignment or in conflict with legislation.

The following figure, Figure 5.1 below, depicts the average time over two weeks that educators spent on each of the core duties in order from the duty having the **highest** average to the duties having the **lowest** averages. I sifted the data into an outlier and six categories according to the trends depicted in Figure 5.1 below.

Figure 5.1 Graphic Representation of the Average Time Spent by Educators on Core Duties



LEGEND:

TL=Teaching Lessons; MD=Maintaining Discipline; CPE=Creating a Positive Environment; OEM=Other Extra-Mural Activities; M&F=Marking and Feedback; SA=Sport Activities; P&P=Planning and Preparation; OCM=Other Classroom Management; OAD=Other Administrative Duties; ASW=Attending Seminars and Workshops; KR=Keeping Records; OTR=Other Teaching Responsibilities; ALP=Assisting Learners with Problems; CA=Cultural Activities; PR=Progress Reports; SC=School Committees; BGD=Bus and Gate Duty; SF=Social Functions; OPaD=Other Pastoral Duties; OPrD=Other Professional Duties; EBL=Enriching Bright Learners; PD=Playground Duty; CM=Collecting Money; FA=Fundraising Activities; SPD=Scholar Patrol Duty; HN=Handing Out Newsletters; SL=Sick Learners; AR=Attendance Registers

I identified Teaching Lessons as an outlier. Howell (2008:42) defines an outlier as an extreme point that stands out from the rest of the data distribution. Teaching Lessons scored the highest average and stands out from the rest of the data set because teaching lessons is an educator's primary function.

The **first category** comprised core duties on which educators spent a **very high** average of time. The total time spent varied between twelve to twenty-three hours. This category included:

- Maintaining Discipline
- Creating a Positive Teaching and Learning Environment
- Other Extra-Mural Activities
- Marking Learners' Work and Feedback
- Involvement in Sport Activities

The **second category** comprised core duties on which educators spent a **high** average of time. The total time spent varied between five to ten hours. This category included:

- Planning and Preparation
- Other Classroom Management Duties
- Other Administrative Duties
- Attending Seminars and Workshops
- Keeping Record of Learner Assessment and Profiles.

The **third category** comprised core duties on which educators spent a **medium to high** average of time. The total time spent varied between three to four hours. This category included:

- Other Teaching Responsibilities
- Assisting Learners with Learning Problems
- Involvement in Cultural Activities
- Progress Reports to Parents

The **fourth category** comprised core duties on which educators spent a **medium** average of time. The total time spent varied between two and three hours. This category included:

- Involvement in School Committees
- Bus and Gate Duty
- Involvement in the School's Social Functions
- Other Pastoral Duties

The **fifth category** comprised core duties on which educators spent a **low to medium** average of time. The total time spent varied between one to two hours. This category included:

- Other Professional Duties
- Enriching Bright Learners

- Playground Duty
- Collecting Money

The sixth category comprised core duties on which educators spent a **low average** of time. The total time spent was less than one hour and included:

- Involvement in Fundraising Activities
- Scholar Patrol Duty
- Handing Out Newsletters
- Sick Learners
- Keeping Attendance Registers

5.3.1 Discussion of Category One Core Duties that Scored Very High Averages

In this section, I discuss the core duties that attained very high averages, namely, teaching lessons, maintaining discipline, creating a positive teaching and learning environment, other extra-mural activities, marking learners' work and providing feedback and involvement in sport activities.

5.3.1.1 Teaching Lessons (Ave=50h 48min)

Teaching lessons is the core duty on which educators spent the most time. This finding does not come as a surprise since teaching is an educator's primary task and is consequently the task to which a educator devotes the most time. It is a compulsory core duty as evidenced by the Employment of Educators Act, No 76 of 1998, Chapter A, Paragraph 3, Section 3.2 (a), which states that, "All educators should be at school during the formal school day, which should not be less than 7 hours per day. The 7 hours per day includes the breaks and periods in which the learners are not at school".

Furthermore, Chapter A, Paragraph 4.5, Section (e) (i), Teaching, states that, "A educator must be a class educator and engage in class teaching which will foster a purposeful progression in learning and which is consistent with the learning areas and programmes of subjects and grades". The participants' responses clearly indicate that they not only fulfil this core duty but also engage in teaching lessons above the expectations placed on them by legislation.

5.3.1.2 Maintaining Discipline (Ave=23h)

The reason for this very high average is that educators maintain discipline throughout the day, whether they are teaching lessons, supervising cultural activities or coaching sport. Most educators teaching learners in

middle-class contexts are aware that they need to apply discipline consistently for it to be effective. E2, E6 and E8 commented that they apply discipline “all day”. E4 offered “during class time” while E15, E16 and E17 stated that discipline is “a continual process”. E20 maintains discipline “in class and at sport”. Therefore, maintaining discipline is a continuous process and an integral part of every lesson. In other words, discipline is an indisputable requirement for effective teaching and learning and educators often plan, prepare and structure their lesson presentations and activities to ensure maximum discipline.

The requirement of discipline is stipulated in the Employment of educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, (d) entitled “The Aim of the Job”. This section reads, “To engage in class teaching, including the academic, administrative, educational and **disciplinary aspects** and to organise extra and co-curricular activities so as to ensure that the education of the learner is promoted in a proper manner”.

The educator’s responses and comments provide evidence that they view the maintenance of discipline in their classrooms and schools as a priority and therefore prefer to work within the guidelines set out in legislation. However, if educators are maintaining discipline “all day”, then it follows that the maintenance of discipline is eroding valuable teaching time.

This line of thinking begs the following questions: “If all learners came to class self-disciplined, would educators not be able to spend maximum time engaged in teaching and learning activities? Whose primary task is it to discipline learners, parents or educators? It appears that the present generation of parents in particular has shifted the responsibility for disciplining children to the educators and school. I substantiate my claim by citing the findings of Dinham & Scott’s research on sources of educator dissatisfaction. Two of the sources of dissatisfaction mentioned by Dinham & Scott (2000:7), which are particularly pertinent to maintaining discipline, include changes to school responsibilities and management as well as “increased expectations placed by society on schools and educators to solve the problems society seemed unwilling or unable to deal with”. In addition, there was also a clear feeling that community expectations had increased in recent times and concern for the additional “social welfare” burden that educators and schools now have to carry (2000:8-9) (See § 2.3.1).

The disciplinary challenges that educators in middle-class contexts are expected to manage have clearly been exacerbated, if not created by prevailing legislation. The South African Schools Act, No 84 of 1996, Section 10, Prohibition of Corporal Punishment, prohibits the

administering of any form of corporal punishment on school property. Likewise, Chapter 2, Section 28 of the Bill of Rights in the Constitution of South Africa, Act 108 of 1996, states (1) every child has the right to be protected from maltreatment, neglect, abuse or degradation. Section 10 deals with human dignity and provides, “everyone has inherent dignity and the right to have their dignity respected and protected.” Section 12 provides, (1) “everyone has the right to freedom and security of the person, which includes the right (c) to be free of any forms of violence, (d) not to be tortured in any way and (e) not to be treated or punished in a cruel, inhuman or degrading way”.

In light of this legislation, the discipline and punishment options that educators have at their disposal appear to be limited. To be consistent in their discipline, educators will need to sacrifice some teaching and learning time to reprimand and discipline learners to ensure quality teaching and learning may ultimately take place.

5.3.1.3 Creating a Positive Teaching and Learning Environment (Ave=22h)

Similar to maintaining discipline, the reason for the very high average may be attributed to the fact that most educators view the creation of a positive teaching and learning environment as an ongoing process that takes place throughout the day, every day. Educators’ responses indicate those activities which demand a great deal of the educators’ time after school, include pinning learners’ work on pin boards for display, cleaning, sweeping and tidying the class and packing away books and apparatus. Some educators also spent time setting a display table for a new theme, making and using a star system as well as making and sending cards to sick learners and to welcome learners’ new baby brothers and sisters.

My analysis and interpretation of the data I have gathered on classroom management reveals that a relationship exists between the creation of a positive teaching and learning environment and maintaining discipline. Literature supports my claim. Cowley (2005:26) states that, “Your classroom environment can have a powerful impact on standards of work and behaviour”.

Prevailing education labour law, namely the Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (i), Teaching, also requires educators “To establish a classroom environment, which stimulates positive learning and actively engages learners in the learning process”. The high average time spent on classroom management suggests that the educators who participated in this time-use diary probably have substantial knowledge of

and experience in classroom management and therefore put a great deal of effort into creating a positive teaching and learning environment. It follows that the creation of a positive teaching and learning environment is not only a time-consuming core duty but also contributes significantly to educators' workloads.

5.3.1.4 Involvement in Other Extra-Mural Activities (Ave=19h 30min)

This core duty, namely educators' involvement in other types of extra-mural activities, struck me as a peculiarity in the data because it attained a higher average than any of the specified extra-mural activities in the time-use diary. However, the educators' records of their involvement in other extra-mural activities explained the reasons for this peculiarity in the data:

- E3 attended a rugby camp for 4 days during the April school holidays.

The April school holidays in the Western Cape, at the time of my fieldwork, amounted to ten days, which included the Easter long weekend. This means that E3 enjoyed a break of 6 days away from school between a normally hectic first term lasting approximately ten weeks and a busy second term lasting approximately eleven weeks.

- E7 was involved in planning the school's centenary celebrations.
- E12 was responsible for the school's First Aid and safety and presumably had to be on standby duty at the school's sports activities.
- E25 had a heavy schedule dealing with sport administration.
- E27 arranged a function for the school's cultural evening.
- E29 who is the head of the school's Charity Committee commented as follows:

It would appear that the above-mentioned "other" extra-mural activities in which these educators were involved, were an implicit part of normal extra-mural activities owing to the open-ended nature of the Employment of Educators Act, No 76 of 1998, Chapter A, Paragraph 4.5, Section (e) (ii) dealing with Extra- and co-curricular duties. This section simply states, "To cater for the educational and general welfare of all learners in his/her care".

5.3.1.5 Marking Learners' Work and Feedback (Ave=16h 48min)

In this core duty, only two educators offered supporting comments. E5 commented that she marked 99 Grade 1 books each day, which is particularly time-consuming, amounting to 02h 30min each day. E14 commented:

- *Educators work a full day at school, have a full afternoon programme and always take home planning and marking work (E14).*

In addition, the excerpt from the educator's personal diary indicated that this educator was required to mark 33 Writing and 33 Mathematics books each day.

Marking learners' work is a prerequisite for the accurate assessment of learners' work. It is a critical but time-consuming duty, which all educators are expected to attend to every day or at least after the completion of any written work. Thorough marking entails not only correcting learners' errors for remediation purposes but also requires the educator to provide feedback by means of positive and constructive comments, which will motivate and encourage the learner to improve.

The Employment of Educators Act, No 76 of 1998, Chapter A, Paragraph 4.5, Section (e) (i), Teaching, is not explicit concerning the expectations it places on educators with regard to marking and feedback. It does not provide a detailed account of the *modus operandi* it expects educators to follow. It is rather open-ended in its wording, "To plan, co-ordinate, control, administer, evaluate and report on learners' academic progress".

The fact that marking learners' work and providing feedback has attained the fifth highest average of time spent by these educators on the core duties coupled with three educators' meaningful comments, provides evidence that educators who teach at schools situated in middle-class contexts are conscientious about the marking of their learners' work and the importance of feedback. The educators' responses indicate that educators often need to mark until late into the night owing to their demanding schedules throughout the formal school day.

My findings are consistent with the findings of Naylor & Schaefer (2002:33-36) who summarise four reports by the British Columbia Teachers' Federation (BCTF) on educator workloads and stress. The data used in their article were obtained from two surveys of secondary school educators. They found that educators devote the majority of their work time to preparation and **marking**.

Similar to the findings of the BCTF report, the Educator Workload in South Africa report (2005:184) attributes the intensification of educators' workloads in terms of marking and assessment to the Outcomes-Based Education (OBE) policy:

Policies such as OBE are one amongst many that have had an impact on educators' sense of their workload. The vast majority of educators experience the multiple, complex and constantly changing requirements in teaching and learning

contexts, marked on the whole by large classes with diverse teaching and learning needs, as an unbearable increase in workload. OBE in particular is singled out for having increased workload through its onerous assessment requirements.

5.3.1.6 Coaching and Involvement in Sport (Ave=12h 42min)

Coaching and Involvement in sport scored a very high average, which supports my working assumptions, which is that many educators spend a great deal of time on sport related duties. The data reveals a trend towards educators' involvement in sport being not only limited to coaching sport. The responsibilities associated with sport have a reciprocal effect on several other core duties. The following data elucidate the relationship between sport and other core duties:

Social Functions

E11 commented on educators' continual attendance at school, sport and cultural functions.

Involvement in Committees

E11 is a member of both the Netball and Athletics Committees at school.

Other Extra-Mural Activities

E3 accompanied learners on a rugby camp for four days during the April school holidays. E12 is responsible for the first aid at sports meetings and matches.

Administrative Duties

E25 spends copious time on sports administration.

Bus Duty

E19 accompanied learners on a bus trip to a sports day held at a school in another town on a Saturday from 05:30 to 14:30.

Other Pastoral Duties

E8 held informal discussions with netball players on two occasions for motivational purposes.

Newsletters

E10 often spends time handing out sports letters to learners.

Professional Duties

E2 attended a netball course. E8 attended a netball meeting during second break. E16 attended a sports meeting with parents.

Additional comments provided by educators also draw attention to the fact that sport impacts on several areas of their lives:

- *I am also involved in Western Province School netball as well as Western Province netball, and therefore I devote a lot of my time to sport (E22).*

One educator does not sound enthusiastic about the five sports days held on consecutive Saturdays during the winter months:

- *Sports matches are often played in icy wind and rain during the winter months in schools in the Western Cape (E4).*

Furthermore, I am able to detect a measure of relief in another educator's comment:

- *Fortunately, our school has appointed two sports co-ordinators who can assist us with the arrangements for sports matches and tournaments. Without their help, we would have had to fit these duties into our admin periods or breaks (E8).*

The fact that this particular school considered it necessary to appoint two full time sports administrators is proof that sport is a prominent activity at this school and that middle-class parents view sport as an important activity.

It is of consequence to note that some of the schools that participated in this study maintain a rich sporting tradition. A number of famous sportsmen, among them rugby players and cricketers, who have represented South Africa in national teams, were educated at these schools. These schools take great pride in their sports teams and coaches that are largely financially sponsored by prominent companies, many of which are owned or managed by parents. It is common knowledge that they use their excellent sport reputations as effective marketing tools.

My data analysis and findings unequivocally link with one of my working assumptions, namely that members of primary school governing bodies situated in middle-class contexts tend to hold high expectations of educators, particularly in relation to sport. Moreover, it appears that the gaps and silences in South African labour law, particularly regarding the nature and extent of educators' involvement in sport, create legitimate spaces in which governing bodies could have an impact on the workloads of educators. It also appears that governing bodies' use of such space might militate against children's right to education and even the best interests of children.

5.3.2 Discussion of Category Two Core Duties that Scored High Averages

In this section, I discuss the core duties that attained high averages in the data analysis. The core duties include the planning and preparation of lessons, other classroom management duties, other administrative duties, attending meetings, seminars and workshops for professional development purposes and keeping records of learners' assessments and profiles.

5.3.2.1 Planning and Preparation of Lessons (Ave=09h 49min)

Educators who teach at schools in middle-class contexts appear to put a lot of effort and time into their lesson planning and preparation, hence the high average attained by this core duty. Some educators may prefer to plan per term and prepare their lessons on a weekly basis. One educator's comment shows that many educators complete planning and preparation at home either in the evenings or over weekends:

- *Educators work a full day at school, have a full afternoon programme and always take home planning and marking work (E14).*

The format of planning and preparation differs from school to school according to each school's internal policy. A comment offered by one educator indicates that lesson planning takes place weekly. Another educator's comment about the lesson discussion with the grade group indicates that some educators complete their lesson planning and preparation as a grade group, which can save valuable time. This method of planning and preparing can also be beneficial in the sense that the group is able to share insights and ideas as well as collectively address and solve any problems that may arise.

Similar to my findings, which emerged in the section dealing with the marking and feedback of learners' work, my findings in respect of planning and preparation are also consistent with the findings of Naylor & Schaefer (2002:33-36) who summarise four reports by the British Columbia Teachers' Federation (BCTF) on educator workloads and stress. The data used in their article were obtained from two surveys of secondary school educators. They found that educators devote the majority of their work time to **preparation** and marking (See § 5.3.5).

The Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (i), Teaching, states that one of the core duties and responsibilities of an educator is to "Prepare lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field".

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

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

5.3.2.2 Other Classroom Management Duties (Ave=08h 36min)

The high average attained by this core duty may be attributed to the fact that in addition to their normal classroom management duties, educators also perform a variety of other classroom management duties, of which people who are not professionally involved in teaching will be unaware. The following educators performed the following duties: E3 was involved in a discussion concerning the week's academic work with colleagues. E6 assisted student educators with their classroom organisation. E11 claimed that the instruction of life skills is a continual process. E21 spent extra time on educating learners about neatness, which is also a continual process since it is a life skill. E30 made posters. E25 completed reports on learners' discipline. Some schools use a type of conduct chart as a means of maintaining discipline. Educators are required to record learners' positive and negative conduct regularly and transfer this information to the learners' profiles, which may also form part of educators' administrative duties.

5.3.2.3 Other Administrative Duties (Ave=06h 25min)

Other administrative duties appear to be major contributors to the intensification of educators' workloads hence the high average attained by this core duty. E4's time-use diary revealed that this educator spends a great deal of additional time writing, translating and proofreading newsletters. Parallel medium schools offering instruction in both English and Afrikaans, often appoint bilingual educators who have good writing skills, to translate, proofread and edit school documents such as newsletters, modules, brochures and many more. E8, E9 and E25 mentioned that they use their admin periods to photocopy modules and tasks. Quite a few educators referred to the issue of photocopying but recorded the time they spent on this responsibility in the section dealing with other teaching responsibilities. E8 used 35 minutes to sort out school photographs. Furthermore, E8 travelled 722km on a Sunday, 400km on a Monday, which was a public holiday and 400km on a Tuesday, which was also a public holiday to gather information for an outreach programme in

which her school was involved together with a local church. In other words, this educator spent three days out of the four days comprising a long weekend on the road for school business. E27 is in charge of the staffroom's inventory as well as the foundation phase prefects. Taking stock and updating of inventories are usually time-consuming exercises because all items must be counted and accounted for. E30's additional administrative duties included arranging an outing for the grade group and detention duty. One comment in particular has a sense of urgency about it and reads:

- *Very Important! Administrative tasks are taking up and taking over instruction time (E11).*

I concur with E11's urgent response. Firstly, I refer to Hargreaves and his colleagues who conducted research on the work intensification thesis (1992:90) and found that increased accountability has led to an increase in paperwork. Secondly, Hargreaves also refers to research conducted by Apple (1992:89) who claims that there is a proliferation of administrative tasks. Thirdly, in the conclusion of his article, Hargreaves (1992:104) states that heightened expectations, broader demands, increased accountability, more "social work" responsibilities, more meetings, multiple innovations and increased amounts of administrative work are all testimony to the problems of chronic work overload.

The Educator Workload in South Africa report documents similar findings to Hargreaves. It states that, "Administrative duties, extra-mural activities and fundraising are other workload duties found to most seriously undermine teaching" (2005:xiii).

5.3.2.4 Attending Seminars, Workshops and Courses for Professional Development Purposes (Ave=05h 18min)

This core duty attained a high average score owing to the fact that educators attend a wide variety of seminars, workshops and courses, which contribute to their professional development in terms of knowledge and skills. The time they spend on professional development varies from brief meetings during break to discuss sport to more formal and structured meetings and workshops in the afternoons and evenings. Government has reserved the right to present certain courses, attendance at which is compulsory, during the holidays as well. The educators who recorded time-use diaries attended the following seminars and workshops:

- Lesson discussion meetings
- Grade meetings
- Phase meetings
- Staff meetings
- Sports meetings with parents



- Departmental meetings
- Area meetings
- Union seminars
- Methodology training
- First aid courses
- Whiteboard training
- Marketing meetings
- Meetings concerning learner matters
- Meetings with occupational and speech therapists
- Session regarding implementation of New Curriculum Statement (NCS).

The law is clear and unambiguous in its prescriptions regarding the professional development of educators. The Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 3, Section 3.2 (d) reads, “All educators may be required by the employer to attend programmes for ongoing professional development, up to a maximum of 80 hours per annum. These programmes to be conducted outside the formal school day or during the vacations”.

Educators are often required to plan and prepare for meetings and courses, compile agendas and record, type, photocopy and handout the minutes of meetings. Educators may also spend time travelling long distances to various venues to attend courses. In brief, I assert that professional development duties may make demands on educators’ time and may intensify educators’ workloads. Hargreaves and his colleagues (1992:90) found that increased accountability has led to an increase in paperwork and time spent attending meetings, conferences and workshops, which offers strong support for the intensification thesis.

5.3.2.5 Keeping Record of Learners’ Assessment and Profiles (Ave=05h)

Hargreaves and Apple’s research findings (1992:89), namely the occurrence of a proliferation of administrative tasks, also hold significance for this discussion focusing on the recording of learners’ assessment and profiles, which attained a high average. Most educators would categorise keeping record of learners’ assessment and profiles under administrative duties. A possible explanation for the high average in this section would be that educators are expected to keep a regular and accurate record of learners’ formal assessment scores arising from tests and other academic tasks and projects, as well as informal assessment scores arising from a variety of assessment instruments such as checklists, rubrics and matrices. Each of the nine learning areas in the Intermediate Phase alone prescribes its own assessment methods and learning outcomes. The recording and calculation of assessments of the

learning outcomes in the Senior Phase is an even more complex and time-consuming exercise.

Furthermore, since the purpose of assessment is to monitor learner progress in regard to the achievement of learning outcomes, educators need to record all relevant details of learners' progress and conduct in their profiles too. E15 asserts that the recording of incidents takes an additional 15 minutes per learner profile. This implies that in a class of 30 learners, an educator may spend approximately seven and a half hours updating profiles and it is likely that efficient educators will attend to this process at least every fortnight. E27 marks learners' tasks and records their profiles at the same time. E29 recorded time spent on noting information in files and reading marks into the computer.

An educator's duty to keep record of learners' assessment and profiles corresponds with and is in alignment with the core duties and responsibilities of an educator, listed under the Employment of educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (i), Teaching. This excerpt from prevailing education labour law requires educators to "Plan, co-ordinate control, administer, evaluate and report on learners' academic progress". Furthermore, the National Education Policy Act, No 27 of 1996, in the Norms and Standards for Educators, under the heading Assessor, states, "The educator will keep detailed and diagnostic records of assessment".

5.3.3 Discussion of Category Three Core Duties that Scored Medium to High Averages

In this section, I discuss the core duties that attained medium to high averages in the data analysis. These core duties include other teaching responsibilities, assisting learners with learning problems, involvement in cultural activities and progress reports to parents.

5.3.3.1 Other Teaching Responsibilities (Ave=03h 51min)

This core duty, dealing with additional teaching responsibilities performed by educators attained a medium to high average, which appears peculiar as it gives rise to questions as to what other teaching responsibilities an educator may fulfil besides teaching. When someone refers to the teaching profession, one tends to think of it in terms of an educator standing in front of a class teaching a lesson. The data have illustrated that educators perform a variety of teaching related duties in addition to teaching lessons. Among these are compiling lesson content, setting tests and memoranda, photocopying work, communicating with parents and supervising student educators. As I mentioned previously, (See § 5.3.9)

many educators singled out the compiling, typing and photocopying of learning modules and supplementary notes as a time-consuming teaching and administrative duty that undoubtedly increases an educator's workload. The need for educators to compose and type their own lesson content, photocopy modules and supplementary notes for learners is a direct result of constant, hit and miss changes to the curriculum from the original Outcomes-Based Education policy to the Revised National Curriculum Statement (RNCS) to the existing National Curriculum Statement (NCS). Writers and publishers of schoolbooks have been hesitant to publish school textbooks for the various learning areas because ongoing curriculum changes may render books outdated and obsolete the moment they leave the press. Instead, educators have literally become curriculum and textbook writers and "publishers". E8's comment supports this idea:

- *Most time is spent compiling new modules and extra tasks for learning areas as well as photocopying (E8).*

E17 and E28 similarly respond:

- *Compiling new assessment tasks according to departmental requirements (E17).*
- *Setting tests and extra lessons (E28).*

It appears that the introduction of the compulsory reading period into the primary school curriculum, has added to educators' workloads. Almost all educators, even those who are not language specialists, are required to conduct reading lessons and provide learners with related language exercises during the reading period. E11 spends additional time on handing out and collecting study guides and workbooks and E12 spends time on reading periods and book reports.

Educators frequently spend a considerable amount of time communicating with parents, either face-to-face or in writing. E2 met with a parent to discuss his child who uses medication, namely Ritalin. E10 mentions, "Telephone calls to parents". E20 refers to "Feedback to parents in respect of parent evenings, cellphone short messages and letters," while E29 alludes to, "Homework books and letters to parents".

Another aspect, which requires additional time and effort from educators in regard to many of the core duties, is student educator training. Twice a year, for a period of four weeks, student educators are allocated to various educators and grades in schools for practical teaching experience. Educators' responses indicated that educators are responsible for assisting students with their classroom organisation, evaluation of student educators' lessons and completing their evaluation

reports (E6). Planning lessons with students, evaluating their work and completing their evaluation reports (E7).

The data show that the responsibilities placed on educators, in addition to their daily teaching duties, can be somewhat overwhelming.

5.3.3.2 Assisting Learners with Learning Problems (Ave=03h 30min)

Although this section attained a medium to high average, the data indicate that assisting learners with learning problems can consume a significant proportion of an educator's time because it is a slow process requiring continual repetition and re-enforcement together with endless patience. The educators' responses show that they mostly assist learners who have learning problems during lesson time. My assertion is that most educators, who teach at schools situated in middle-class contexts, are conscientious with regard to assisting learners who encounter learning problems. Some of the responses reflect their enthusiasm to assist learners:

- *In class time the moment I detect a problem (E20).*
- *Mathematics every day, 30min at break time (E2)*
- *Mathematics assistance 7 periods per week, entire period (E8).*

It appears that a number of learners experience difficulties in Mathematics since educators primarily concentrate on assisting learners with Mathematics and the acquisition of numeracy skills. Effective intervention requires an educator to complete additional planning and preparation to assist learners with special needs, since learners are normally grouped according to their abilities and each ability group must be catered for.

Although this section fell within the third category of a low to medium average of time spent by educators on the core duties, I predict an increase in the number of learners requiring assistance in the future. I base my prediction on the research findings of the British Columbia Teachers' Federation Reports published by Naylor & Schaefer (2002:33-36) which affirm that educators "Report high and increasing numbers of students with special needs in their classes". Educators also need to "adjust their teaching methods to cope with workload pressures".

Furthermore, my prediction is supported by the notion that the implementation of the White Paper 6 on Special Needs Education may increase educators' workloads as:

In mainstream education, priorities will include multi-level classroom instruction so that educators can

prepare main lessons with variations that are responsive to individual learner needs; co-operative learning; curriculum enrichment; and dealing with learners with behavioural problems (2001:18).

Despite the possibility that educators may in future need to spend additional time assisting learners with special needs, the Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (i), Teaching, expects educators to “Engage in class teaching, which will foster a purposeful progression in learning”.

5.3.3.3 Involvement in Cultural Activities (03h 12min)

The medium to high average attained for the data indicates that fewer educators are involved in cultural activities than in sport activities. In my opinion, there may be two possible explanations for this finding. Firstly, it may be that some parents and educators view sporting activities as having more value than cultural activities and tend to emphasise sport more than culture, as GB5’s response indicates:

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

Secondly, most educators are able to coach the basic skills required for sport but not all educators are sufficiently talented and trained in arts and culture activities e.g. drama and music. Therefore, in many schools, the co-ordination, preparation and presentation of cultural activities rests on the shoulders of a small number of educators. The result is that this minority of educators devote copious time and effort to cultural activities. The cultural activities that the participating educators referred to in their time-use diaries included a talent competition (E18), leading assembly (E19) music and choir evening (E23) while E25, E27 and E30’s school held a concert. Significant data could probably be gathered on educators’ workloads if educators were able to record a separate time-use diary of their duties and responsibilities during a school concert alone.

As in previous sections that deal with extra-mural activities, prevailing education labour law does not provide precise detail of what it expects of educators in respect of cultural duties, which renders legislation completely open to personal interpretation and application. The Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (v), Communication, states, “Educators must maintain contact with sporting social, **cultural** and community organisations”. It follows that educators may be expected to perform any type of duty that may be associated with culture.

5.3.3.4 Progress Reports to Parents (Ave=03h)

The medium to high average attained in this section can be attributed to the fact that the educators completed their time-use diaries at the beginning of a new term and in most schools, the progress reports are discussed with parents at the end of each term. The medium to high average is evidenced by these responses:

- *Not at the moment (E8).*
- *This will happen next week (E29).*
- *End of term (E18).*
- *Only after a test series (E21).*
- *Once per term (E24).*

It follows that this core duty would possibly have attained a far higher average if educators had completed the time-use diaries closer to the end of the term.

Prevailing education labour law provides guidelines and prescriptions, which compel educators to inform parents of their children's scholastic progress. The Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (v), Communication, requires educators to, "Meet parents and discuss with them the conduct and progress of their children".

All the participant schools comply with legislation and reserve afternoons and evenings at different stages of the school term especially for this purpose. The process may prove to be rather time-consuming since it begins with calculating marks, reading marks into the computer, printing reports, checking reports, writing comments and handing out reports (E12). Thereafter, educators meet with parents for approximately 15 minutes at formal parent evenings, which adds up to numerous hours, particularly if there are many learners in a class. The day following a parent evening is taken up in trying to contact parents who did not attend, either by means of notes written in homework books or on telephone calls to parents.

- *We have to calculate marks, read the marks into the computer, check the reports, write comments and hand out the reports (E12).*
- *Additional 15min per learner's parents at formal parent evening (E15).*
- *Progress reports once per term. Teacher communicates with parents via homework book (E19).*
- *Telephone calls to parents (E28).*

Educators are also expected to record the salient matters arising from the parent interviews in the learners' profiles, which naturally contributes to educators' administrative workloads.

5.3.4 Discussion of Category Four Core Duties that Scored Medium Averages

In this section, I discuss the core duties that attained medium averages in the data analysis. The core duties include involvement in school committees, bus and gate duty, involvement in social functions and other pastoral duties.

5.3.4.1 Involvement in School Committees (Ave=02h 48min)

The Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (iv), Interaction with Stakeholders, requires educators to, "Contribute to the professional development of colleagues by sharing knowledge, ideas and resources". It also calls on educators to "Participate in the school's governing body if elected to do so".

In keeping with these expectations and the expectations voiced by the participants, many educators co-ordinate and serve on a number of various school committees. The medium average attained in the data analysis, indicates that educators spend many hours serving on, among others, sports committees such as netball and athletics committees (E11), language committees, charity committees (E29), school newspaper and editorial committees, class committees (E4) and as members of the school management team. None of the educators indicated that they represented their school's educators on the School Governing Body.

5.3.4.2 Bus and Gate Duty (Ave=02h 21min)

In compliance with the *in loco parentis* and duty of care principles, educators have a legal obligation to care for all people, particularly learners placed in their care. All the participant schools attached infinite importance to these legal principles and conscientiously fulfilled their pastoral duties. In most cases, bus and gate duties were combined with playground duty. Bus duty however, appears to consume more time than gate duty, particularly for educators who have to accompany learners in buses to sports days. E19 accompanied learners by bus to a sports day held in a distant town, on a Saturday from 05:30 to 14:30. As discussed previously (See § 5.3.6), sport is possibly one of the main contributors to increases in educators' workloads. Sport and its related activities appears to erode not only teaching and learning time but educators' personal time as well, particularly where educators are expected to accompany learners

on field trips and tours during weekends, long weekends and school holidays.

5.3.4.3 Involvement in the School's Social Functions (02h 12min)

In my opinion, the medium average attained by this core duty may be considered a peculiarity in the data findings. The number of hours that participant educators recorded in their time-use diaries does not accurately reflect the actual time they spend attending the school's social functions. The reason for this disparity is that educators recorded their diaries in the first two to three weeks of a new term, too early for most social functions, which usually take place during or at the end of a term. E4 supports my argument with, "Later in the term" and T8 adds "Not during these two weeks". E11 confirms that such functions do actually take place regularly with "Continual attendance at school, sport and cultural functions". E5 concurs with an explanation of her duties:

- *I am in charge of the crockery and cutlery storeroom. Responsible for counting out and dispatching all crockery and cutlery needed for school functions, counting and packing the crockery back again. I do this in the afternoons. Some weeks there are many functions (E5).*

Both my personal and school diaries indicate that most school functions take place at the beginning and end of the year, namely terms one and four, which happen to be the busiest terms in respect of academic work. Unfortunately, I was prevented from gathering data during these two terms since the Western Cape Education Department (WCED) prohibits research and fieldwork during these two terms precisely for this reason. The type of functions that the participant educators attended included a discussion with a local church concerning the school's outreach programme (E25) a school dance (E28) and a Grade 7 function.

The Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (v), Communication, states that, "Educators must maintain contact with sporting **social**, cultural and community organisations", but does not expand on the extent of an educator's involvement in such organisations.

5.3.4.4 Other Pastoral Duties (Ave=02h)

Other types of pastoral duties, which educators are sometimes called upon to fulfil include counselling learners in collaboration with social workers and psychologists (E21) and corridor duty every day before school, at breaks and after school (E23). E5 has a heavy workload in respect of other pastoral duties. This teacher fulfils the following responsibilities in regard to the needy families at school:

- *My pastoral duties include organising and collecting tinned food, grocery shopping and packing of grocery hampers, collecting second hand clothing and handing out clothing to the needy families. I do this one afternoon per month and it takes the entire afternoon (E5).*

It follows that a number of educators may be involved in this type of pastoral duty, something one would not normally expect of educators.

5.3.5 Discussion of Category Five Core Duties that Scored Low to Medium Averages

In this section, I discuss the core duties that attained low to medium averages in the data analysis. The core duties include other professional duties, enriching bright learners, playground duty and collecting money in class.

5.3.5.1 Other Professional Duties (01h 56min)

In my discussion of this section, which attained a low to medium average, I included the other professional duties referred to and recorded by educators previously under other core duties, namely parent evenings, completing reports, meetings with student educators, meetings with parents after school and serving on various school related committees. E20 makes an important claim in respect of a educators' additional professional duties:

- *Handling of social skills, emotional intelligence exercises, study skills and conflict resolution skills takes place every day (E20).*

I am able to distinguish a noticeable link between the preceding section, which focuses on other pastoral duties and this section, which focuses on other professional duties. They are similar because they are imbedded in a social context of community expectations, which according to the findings of Dinham and Scott (2000:8-9), increased in recent times to become an additional "social welfare" burden that educators and schools now have to carry.

5.3.5.2 Enriching Bright Learners (Ave=01h 30min)

It is both surprising and worrying to find that in contrast to assisting learners who experience learning problems, educators appear to spend considerably less time enriching bright learners, hence the low to medium average attained for this core duty. This finding is worrying since it may appear that some educators may be unintentionally discriminating against learners in respect of their intellectual abilities and may therefore infringe on the learners' rights to education. Nevertheless, educators are required to implement differentiation in their classes by planning, preparing and

providing extra tasks to keep bright learners intellectually challenged and engaged in advanced learning content. Most educators responded that they enrich bright learners during lesson time and continually during the school day as evidenced by these responses:

- *Takes place in lesson time (E3).*
- *Included in lesson planning (E4).*
- *Continually during school day (E15).*
- *Teacher provides extra tasks (E19).*
- *Differentiation during lessons and tasks (E19).*

5.3.5.3 Playground Duty (Ave=01h 18min)

Most educators indicated that they regularly perform this pastoral duty. Although the time educators spend on this duty does not infringe on teaching and learning time and is carried out during the formal school day and not after school, it does at times deprive educators of their breaks and the right to relax, if only for a few minutes. During playground duty, educators are expected to pay attention to the legal principle “duty of care” and ensure that learners are not psychologically or physically harmed in any way.

It appears that the educators who participated in this research are well informed of the Employment of Educators Act, No 76 of 1998, Personnel Administration measures, Chapter A, Paragraph 3, Section 3.1 (b) (i) (dd), which specifies the pastoral care core duties as **ground**, detention and scholar patrol duty, etc.

5.3.5.4 Collecting Money in Class (Ave=01h 12min)

The educators’ responses showed that although the collection of money in their classes does not for the most part, appear to erode teaching and learning time too often, it does occur on a continual basis (E15). However, educators indicated that the time they spend on collecting and counting money in class increases substantially during fundraising projects. Examples of collecting money in class include the payment of photo money and collecting donations for charity organisations such as the Guide Dog Association. One teacher’s response suggests that collecting money in class may hold certain drawbacks for educators:

- *Some weeks are busier than other weeks. The collection of photo money or outing money can change your day in a wink (E18).*

However, according to prevailing education labour law, educators are expected to collect money in class. The Employment of Educators Act, No 76 of 1998, Personnel Administration Measures, Chapter A, Paragraph 4.5, Section (e) (iii), Administrative, states that, “Educators must perform

or assist with one or more of other non-teaching administrative duties such as collection of fees and other monies”.

5.3.6 Discussion of Category Six Core Duties that Scored Low Averages

In this section, I discuss the core duties that attained low averages in the data analysis. The core duties include involvement in fundraising activities, scholar patrol duties, handing out newsletters, sick learners and keeping attendance registers.

5.3.6.1 Involvement in Fundraising Activities (Ave=00h 53min)

The low average obtained in this core duty constitutes a striking disparity in the data since I expected this core duty to elicit one of the highest averages. One of the reasons for my expectation is that the Educator Workload in South Africa report found that fundraising activities emerged as a significant category of time use and teacher activity in four schools and disrupted teaching and learning time (2005:181). Similar to the discussion, which focuses on the school’s social functions, I wish to argue that the average time participant educators recorded in their time-use diaries does not provide an accurate reflection of the actual time most educators spend on fundraising activities. Fundraising activities continually take place in schools but not normally during the first few weeks of a new term, hence the low average for this particular duty. E11 supports my claim in the comment:

- *Continually as arranged by school (E11).*

Furthermore, E4 and E28’s responses serve as evidence that most schools do arrange several fundraising events throughout the year. The completion of the teacher time-use diary simply did not coincide with any (See § 5.6).

E14 interestingly points out that at his/her school, teacher involvement in fundraising activities is limited to 20 hours per year. This implies that fundraising duties for educators at this school exceed 20 hours per year.

Drafters of education labour law may wish to take cognisance of the time limits imposed by this school’s management and governing body and amend some of the laws to include similar, more specific time limits. Such steps would greatly assist in filling the “gaps” in legislation and would ensure the maintenance of a reasonable teacher workload and distribution of work.

The educators' responses demonstrated that some of the duties expected of educators in respect of fundraising activities included collecting soap powder boxes every morning, contacting parents every evening at home to sell them tickets for a theatre production and attending a wine auction.

5.3.6.2 Scholar Patrol Duty (Ave=00h 47min)

Despite the provision in prevailing education labour law, namely the Employment of Educators Act, No 76 of 1998, Personnel Administration measures, Paragraph 3, Section 3.1 (b) (i) (dd), which specifies pastoral care core duties as ground, detention and **scholar patrol duty**, etc, few educators perform scholar patrol duty, hence the low average for this core duty. Schools appear to combine scholar patrol duty with playground duty. Only one teacher spent one week per term performing scholar patrol duty.

5.3.6.3 Handing Out Newsletters (Ave=00h 45min)

The data pertaining to this core duty indicate that educators do not spend any significant amount of time handing out newsletters. E19, who is most likely a Foundation Phase teacher, spends time stapling pages containing learners' homework tasks into their diaries every day. E24 responded that at his/her school, educators hand out newsletters twice a week. E10 indicated that sports letters are often handed out in class.

A possible explanation for the low average for this core duty is that many schools that participated in this research communicate with parents by means of cellular phone short messages. Many of these schools are also fortunate enough to have sponsored electronic message boards strategically placed at their entrances, which disseminate important messages and school related information to the school community.

5.3.6.4 Sick Learners (Ave=00h 31min)

Educators appear to spend minimal time on this responsibility. E8 telephoned parents to enquire about two learners and E19 arranged homework for a sick learner.

5.3.6.5 Keeping Attendance Registers (Ave=00h 28min)

Educators do not need to spend too much time on this duty. E18 delegates this duty to the capable Grade 7 learners and E21 has appointed a reliable learner to perform this duty every day.

5.4 Additional Data Gathered from an educator’s “Job Description”

Educator E5 did not record the amount of time spent on the various core duties but made meaningful comments concerning her daily duties:

- Grade 1 Head of Department.
- Marking of 99 Grade 1 books each day, which is very time-consuming, amounting to 02h 30min each day.
- Regular attendance of meetings.
- School’s representative at the educators’ union and is a member of the Western Cape Teacher Union’s management.
- Coaches sport during the first and fourth terms.
- Participates in Land Service as a cultural extra-mural duty.
- Organises the school’s carnival.
- Always attends all the school’s social functions.
- Secretary for committee on academic matters.
- Member of the School Marketing Committee.
- In charge of the crockery and cutlery storeroom. Responsible for counting out and dispatching all crockery and cutlery needed for school functions, counting and packing the crockery back again. I do this in the afternoons. Some weeks there are many functions.
- Pastoral duties in regard to the needy families at school include organising and collecting tinned food, grocery shopping and packing of grocery hampers, collecting second hand clothing and handing out clothing to the needy families. I do this one afternoon per month and it takes the entire afternoon.
- Daily collection of money, handing out newsletters and recording attendance register.

5.5 Additional Data Gathered from an Educator’s Personal Diary

One of the educator participants photocopied an excerpt of his/her personal diary, which he/she recorded from 19 April to 3 May for my perusal. I decided to include it in this discussion because it serves as a data document and seems to provide a reasonably accurate description of a typical middle-class educator’s day at school:

APRIL

Thursday, 19

07:30-13:30 Teach

13:30-14:00 Mark books

14:00-15:00 Clean classroom

15:00-16:30 Shopping for items needed for hand skills lesson

20:00-21:00 Plan for entrepreneurs market.

Count money, get change ready, prepare tables,
identify workers and contact them

Friday, 20

07:00-07:30 Prepare classroom
07:30-13:30 Teach
13:30-14:00 Prepare Technology classroom for lesson
14:00-17:15 Land Service hand skills with 69 learners
17:15-17:30 Tidy and pack away
17:30 Home

Monday, 23

07:30-13:30 Teach
14:00-16:00 Interviews with seven learners' parents
16:00-17:30 Mark 33 Writing books and 33 Mathematics books
18:30 Marketing meeting

Tuesday, 24

07:00-07:30 Prepare classroom
07:30-13:00 Teach
13:30-14:00 Drive to Durbanville Primary School for:
14:00-16:30 Session regarding implementation of New Curriculum Statement (NCS)
16:30-17:30 Back to my school to pick up my child. Drop him off at home then drive back to school
17:30-19:15 Attend meeting concerning learner matters
20:15-21:00 Type the minutes of above meeting
21:00-Late Mark 33 Writing books and 33 Mathematics books
Prepare for tomorrow

Wednesday, 25

07:00-07:30 Photocopy and staple the minutes of last night's meeting
07:30-13:30 Teach
13:45-16:00 Mark 33 Writing books and 33 Mathematics books
16:00 Drop my child at home and drive back to school
17:00 Interviews with five learners' parents

Thursday, 26

07:00-07:30 Prepare classroom
07:30-13:30 Teach
13:30 Photocopy, staple and hand out Land Service programmes, camp letters and indemnity forms to respective classes
17:00 Mark 33 Writing books and 33 Mathematics books

Friday, 27 Public holiday

Saturday, 28 Write out Land Service receipts

Compile and prepare camp programme
Compile and prepare the menu for the camp

Monday, 30 School holiday
Shopping to buy non-perishables for the camp
Type the camp programme, menu, telephone number list and packing list
Type homework pages for my class

MAY

Tuesday, 1 Public holiday

Wednesday, 2

07:00-07:30 Prepare classroom

07:30-13:30 Teach

13:30-14:00 Clean classroom

14:00-16:00 Mark 33 Writing books and 33 Mathematics books and prepare for tomorrow

16:00-19:05 Interviews with seventeen learners' parents

Thursday, 3

07:00-07:30 Prepare classroom

07:30-13:30 Teach

13:30-14:00 Sweep class and mop floor

14:00-15:00 Mark 33 Writing books and 33 Mathematics books

15:00-16:30 Grocery shopping of perishables for the camp

16:30-17:00 Drive to Durbanville to purchase requirements for hand skill lessons for the camp

17:00-Late Mark worksheets
Pack for the camp

5.6 Conclusion of Chapter Five and Preview of Chapter Six

In Chapter Five, I presented an analysis of the data I gathered by means of the educator time-use diaries. I also presented my findings and arguments, in respect of the core duties performed by educators.

Prior to stating my conclusion, I wish to refer to significant comments offered by three educators, which have significantly influenced the findings of my analysis.

E4 avers,

- *This time-use diary is not completely representative of the actual nature of our work and the time we spend on various duties because we only spent two weeks recording it. It may happen that we have to attend a camp of 3-5 days that will take place shortly after the two weeks have elapsed. At these*

campus, we are on duty all day and night (24 hours). Furthermore, carnivals, etc, etc, etc, are often held later in the term. Likewise the 5 (five) sports days that are held on Saturdays during the winter months.

E28 concurs with E4,

- *A few of these categories happen at different times of the term. Just before I started filling in the times, we had just finished a fundraising project therefore this is not an accurate representation of our time and what we do. Culture involvement had also just finished two weeks before this as we had our cultural evening and many hours went into that. An assessment of this kind should be done over a longer period.*

In conclusion, I cite E7 who claims:

- *The pressure on educators is a daily occurrence (E7).*

The data analysis and findings therefore, not only point to a significant increase in the workloads of educators, it also indicates that there is enormous pressure on educators' time. Teaching is no longer a "half day job," as so many people who are unfamiliar with the roles and competencies expected of educators insist. In reality, educators appear to have minimal time at their disposal to tend to the real needs of their learners, let alone time to tend to personal needs and the interests of their families. Will this trend increase in time or will policy writers intervene?

In Chapter Six, I focus on my third data collection instrument, my interviews with school principals.

CHAPTER SIX

INTERVIEWS WITH PRINCIPALS

6.1 Introduction

I did not anticipate my interviews with principals as a data collection instrument as part of my research design in Chapter 1. However, as I mentioned previously in Chapter 3 (See § 3.11), I met nineteen school principals who were all interested in my research. Four principals, however, did not grant me permission to collect data at their schools. I respected their decisions and therefore did not include the unstructured interviews I conducted with them in this analysis. Some provided explanations for declining while others pointed out the clause in my letter of consent, which stated that participation in the research was voluntary. My reason for including my interviews with consenting principals as data rested on the fact that principals are *ex officio* members of the school governing body. They are familiar with educators' workloads as they are responsible for the division of work of their educators. Furthermore, they may have been principals long enough to have seen and experienced the changes and intensification in educators' workloads.

6.2 Categories Emerging from the Interviews with Principals

Upon reflection of my interviews with principals, I was able to sift the principals into three distinct categories according to the opinions they expressed in relation to my research question and working assumptions.

6.2.1 Category One - Denial

The **first category** comprised three principals who firmly stated that the members of their schools' governing bodies did not contribute to the intensification of their educators' workloads. The salient points each of the following three principals in category one referred to during our interviews may be summarised as follows:

P1 averred that the parents of children who attend his school, which is situated in a middle-class to affluent context, are primarily highly qualified, professional and business people who work long hours and who return home fairly late at night. They are extremely busy conducting their careers and have limited spare time to devote to their children and the school. They therefore do not have the available time to concern themselves with the professional management of the school. They prefer to compensate for their "absence" by means of generous financial contributions to the school. The parents' generosity is noticeable in the

impressive, exceptionally well-maintained school building and sports facilities.

The tone of P1's explanation of the parents' preference indicated that P1 was in total agreement with the relationship between parents, school and educators. I could not resist perceiving that these are precisely the type of parents who hold high expectations of educators and who, in my opinion, positively contribute to increases in educators' workloads. They meet Creese & Earley's description of the "Abdicators" in combination with the "Supporters Club" who "leave it to the professionals". Although they appear to have abdicated their social and educational responsibilities toward their children and the school primarily to the educators, they support the school financially.

They also remind me of Roos' corporate type of governing body, in which members see themselves as "directors", particularly in this case in point where parents' financial contributions to the school are so highly regarded.

Unfortunately, P1 was one of the principals who denied consent for me to collect data at this school.

P2 appeared amused that I should even suggest parents have any influence whatsoever on the professional management of a school or on educators' workloads. P2 explained that he/she was able to maintain a balanced, harmonious working relationship between the school governing body and educators. P2 claimed that the members of the school governing body clearly understood their functions and roles in respect of the governance of the school and had no intention or opportunity to encroach on the professional management of the school. The school governing body supported the school and the educators in every possible way.

To prove a point, P2 took me on a guided tour of the school and introduced me to several educators and learners. They all appeared content and positive in their classrooms and were engaged in quality teaching and learning. P2 showed me the school's well-maintained and well-equipped facilities, such as a fully equipped, modern computer centre, a well-stocked library and a study for educators, which was equipped with several computers directly linked to photocopy machines and interactive whiteboards.

Since this school is situated in a typical middle-class, medium income context, it is clear that there is outstanding collaboration between the school governing body, principal and educators to maintain these high standards.

I therefore categorised this school's governing body according to Creese & Earley's description of "The Partners", where the school governing body works in partnership with the principal and educators, and all have a clear understanding of their respective roles. I was disappointed that P2, like P1, did not consent to my gathering data at this school.

P3 claimed that the members of this schools' governing body clearly knew the difference between school management and school governance. The governing body fulfilled its role and carried out its functions strictly according to Sections 20 and 21 of the South African Schools Act, No 84 of 1996 and in no way ever interfered with the professional management of the school. P3 wished to prove to me that prevailing education labour law, in his/her opinion, clearly prescribes the limits and sets the guidelines within which governing bodies must function. P3 opened an education law reference book at Section 20 of the South African Schools Act, No 84 of 1994, and suggested I read the functions of the school governing body carefully. P3 averred that I would realise that legislation does not permit any interference on the part of school governing bodies in the professional management of the school. P3 then proceeded to comment that the parents at this school are extremely grateful to the educators for always showing willingness to "walk the extra mile".

Although educators recorded and completed the teacher time-use diaries anonymously, I was able to correlate the educators who teach at P3's school with the heaviest workloads recorded in the time-use diaries. Several of this school's educators are actively involved in community upliftment projects, which consume large proportions of their time. It follows that P3's perception of the expectations held by the members of his school's governing body do not correspond with the intense workloads that his educators are trying to cope with daily, including weekends and holidays.

6.2.2 Category Two – No Comment

The **second category** comprised six principals who were entirely non-committal in their views and neither admitted nor denied the possibility that school governing bodies may hold high expectations of educators and consequently contribute to the intensification of educators' workloads. In a sense, they appeared to steer the interview in a direction that I was unable to detect their personal opinions on the topic.

The salient points each of the following six principals in category two referred to during our interviews may be summarised as follows:

P4 stated that the members of this school's governing body are innovative and hard-working parents who are more than willing to fulfil their responsibilities toward the school, its educators and learners. This school's governing body is renowned for its unique fundraising initiatives. The fundraising events are of such a magnitude and so popular that this school has become well known throughout Cape Town and its environs for its fundraising initiatives, which are well attended by the public. The members of the school governing body do not expect educators to be involved in any planning or organisation of these events but do appreciate it if educators are able to attend. The parents ensure that the educators are able to fulfil their primary function, namely teaching.

It would appear that the members of this school governing body fall within Roos' category of the small number of governing bodies who are working in the spirit of legislation and creating new relationships between parents, principals, educators and learners.

P5 mentioned that parents tended to put a lot of pressure on this school and educators to achieve great heights in sport. Parents expect educators to provide learners with high quality sport coaching and to maintain a competitive edge over neighbouring schools. Sporting performance plays an important role in the school's marketing strategy since this school has received the highest sporting accolades for primary schools in the Western Cape Province for several years.

P6 was hesitant to voice an opinion on this school governing body's expectations of educators although nodded in seeming agreement as I explained the aims and nature of my research. P6 agreed to hand out the open-ended questionnaires to the members of the school governing body and the teacher time-use diaries to the educators. However, the following day the school secretary contacted me to ask if I would collect the documents again since none of the educators wished to participate in the research. She did not provide a reason for the change in decision.

P7 and **P8** did not provide any indication as to their personal or professional opinions on the research topic but gave me their consent to gather data at their schools. They assured me that I would be welcome to approach them any time in the future for any additional data I might require. The members of these schools' governing bodies and the teacher participants provided meaningful data, which I analysed and included in my findings.

P9 welcomed me into the office by posing a question I have been asked on numerous occasions, namely, "How do you manage to teach and study?" P9, who is a highly qualified university graduate in education,

pointed out that according to the National Education Policy Act, No 27 of 1996, educators are continually called upon to broaden their knowledge and experience by becoming scholars, researchers and lifelong learners. However, P9 maintains that it is virtually impossible for educators to upgrade their qualifications because of their teaching workloads. The busy schedules that educators are expected to competently manage deter educators from engaging in further studies. The members of this school's governing body and the teacher participants provided meaningful data, which I analysed and included in my findings.

6.2.3 Category Three - Concurrence

The **third category** comprised six principals who agreed unequivocally that governing bodies of schools situated in middle-class contexts possibly hold high expectations of educators and consequently contribute to the intensification of educators' workloads. The salient points each of the following six principals in category three referred to during our interviews may be summarised as follows:

P10 agreed with my suggestion that educators' workloads had indeed intensified over the past years and attributed the increase to continual changes in policy and the curriculum. This principal specifically singled out the increase in paperwork and administrative duties as the main contributing factor in increased workloads. This principal was enthusiastic about my data collection and agreed to forward the open-ended questionnaires and teacher time-use diaries to the participants. However, on each occasion that I contacted P10 to ascertain whether the documents were ready for collection, P10 made excuses. Consequently, I was unable to collect data at this school.

P11 is the principal at a school that boasts a rich cultural heritage as it was one of the first schools established in the sample area. This school is synonymous with sport and renowned for its present and past learners' excellent sporting achievements. P11 emphasised that the educators at his school show total commitment to all their core duties and responsibilities. This school also employs two full-time sports administrators who co-ordinate all the sports activities that take place at the school each day. Naturally, the nature of their job descriptions relieves the educators from the administrative burden of sporting activities so that they are able to focus entirely on the coaching techniques and strategies for which they are widely acclaimed. The research participants from this school provided significant data, which I analysed and included in my findings.

P12's school is situated in a middle-class to affluent context. P12 listened intently as I explained the details of my research. After I had concluded my explanation, P12 continued the interview by claiming that he/she experienced the wealthy mothers of the school who did not need to work, as particularly tiresome. P12 referred to these mothers as the “Tea-drinking mothers who have nothing better to do with their time but to arrange and attend tea parties”. At these tea parties, mothers apparently discuss the school and educators and think up ways of “improving the school”. They view it their duty to arrange social events at school, which they expect educators to support and attend.

P13 is principal of a school, which is extremely competitive in sport. My perception of this school, based on first-hand experience, is that the educators and learners uphold the “win at all costs” approach to everything they do, particularly their sporting activities. P13 concurred that educators’ workloads have intensified but not at this school. P13 attributed this trend to the members of school governing bodies’ lack of knowledge and understanding of their roles and functions in regard to governance as described in the South African School’s Act, No 84 of 1996. P13 claimed that governing bodies that had received appropriate training understood the boundaries dividing management from governance and seldom interfered with the professional management of the school. I found convincing evidence of P13’s claim in the analysis of the data. Most of this school’s participants’ responses to the core duties mentioned in the open-ended questionnaires followed the same pattern, namely, *“Only if educators have the time. Instruction comes first”*.

The research participants from this school provided significant data, which I analysed and included in my findings.

P14 listened intently as I explained the details concerning my research. After I had concluded my explanation, P14 continued the interview by concurring that educators’ workloads have increased over the past years. P14 added, in a tone, in which I perceived a hint of despondence, that his/her spouse was also an educator at a neighbouring school and that between the two of them, their heavy workloads did not allow them a decent family life. P14 concluded the interview by claiming that he/she had the highest respect and admiration for the extremely high, professional work ethic the members of his staff embrace. The research participants from this school provided significant data, which I analysed and included in my findings.

P15 received me in the office, where I explained the details of my research. After listening attentively to my assumptions, namely that the expectations of members of the governing body could possibly lead to an

intensification of educators' workloads, P15 firmly stated that this was definitely not the situation at this school. As I prepared to leave, P15 partially closed the office door and to my surprise, told me that students constantly approach this school for assistance with their research projects but that this research was the most meaningful research project he/she had ever come across. P15 continued to explain that his/her spouse was also an educator at a neighbouring school and similarly to P14, their heavy workloads no longer permitted them to enjoy a family life.

6.3 Conclusion of Chapter Six and Preview of Chapter Seven

In Chapter Six, a number of significant findings emerged from the data focusing on my interviews with school principals, on which I elaborate in Chapter Seven, where I integrate the findings emerging from the analysis of data collected by means of the three data collection instruments.

CHAPTER SEVEN

COMPARATIVE ANALYSIS AND INTEGRATION OF THE RESEARCH FINDINGS

7.1 Introduction

In Chapter Seven, I integrate the empirical findings that emerged from the analysis of the data I gathered by means of the open-ended questionnaires, educator time-use diaries and interviews with principals. I do this by means of a comparative approach in which I discuss striking similarities and disparities between the following:

- What prevailing education labour law and other relevant law expects of educators,
- What the members of a public school governing body expect of educators as evidenced by the open-ended questionnaires,
- The actual duties performed by educators as evidenced by the educator time-use diaries,
- What educators “expect of themselves” as evidenced by the educator time-use diaries,
- The perceptions of school principals, where applicable and relevant.

I present the findings as tabulated summaries, which will facilitate a comparative approach and the discussions that follow.

In this chapter, I also present my findings that emerged from the data regarding possible causes of intensification. I evaluate all my findings in relation to the aims of my research, my research question and my working assumptions.

7.2 Teaching Responsibilities

In this section, I present the comparative findings in respect of teaching responsibilities, which includes the planning and preparation of lessons, teaching lessons, marking learners’ work and providing feedback, keeping record of learners’ assessment and profiles, assisting learners with learning problems, enriching bright learners and preparing learners’ progress reports to parents. These fundamental aspects of teaching, apart from enriching bright learners, are similar in the sense that all attained medium to high, high and very high averages in the educator time-use diaries, which is feasible since they are part and parcel of an educator’s primary function.

7.2.1. Planning and Preparation of Lessons

Table 7.1 Comparative Summary of Findings in regard to Planning and Preparation of Lessons

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|---|--|--|--|
| <ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (i), Teaching: Prepare lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field. • The National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Learning Mediator: The educator will understand and interpret provided learning programmes, design original learning programmes, identify the requirements for a specific context of learning and select and prepare suitable textual and visual resources for learning. | <ul style="list-style-type: none"> • Completed thoroughly, regularly, promptly. • Must be actual, structured, purposeful, stimulating and effective. | <p>(Ave=09h 49min) – Medium to high average.</p> <ul style="list-style-type: none"> • Educators complete planning and preparation at home either in the evenings or over weekends: • Educators work a full day at school, have a full afternoon programme and always take home planning and marking work (E14). • Lesson planning takes place weekly. • Educators complete their lesson planning and preparation as a grade group. | <ul style="list-style-type: none"> • Not specified. |

The medium to high average of time spent by educators on planning and preparation indicates that educators employed at middle-class public schools fulfil these duties in accordance with not only the expectations prescribed in prevailing education law and other relevant law but also most if not all of the expectations expressed by members of school governing bodies. Ironically, the National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Learning Mediator, states that educators will understand and interpret **provided** learning programmes and **design** original learning programmes.

The problem is that since the introduction of Outcomes-Based Education, educators have not, as the text indicates, been provided with any learning programmes that could guide them in their lesson planning and preparation. They have only been provided with lists of learning outcomes and assessment standards per learning area. This means that educators spend a great deal of time designing their own learning programmes and have thus been necessitated to take on the additional responsibility of designing the curriculum. This is one of the reasons why educators need to use their initiative and set aside time to plan and prepare in their grade groups. They need to pace their work and ensure that all learners in a specific grade group of a school receive the same quantity and quality of instruction. Educators who are engaged in extra-mural commitments and who are unable to meet in the afternoons are therefore required to meet in the evenings or over weekends to complete their planning and preparation.

The findings therefore indicate that the educators who recorded time-use diaries completed their planning and preparation in accordance with requirements specified in prevailing education labour law and other relevant law. In completing their planning and preparation thoroughly, regularly and promptly they also met the expectations expressed by members of the school governing body.

7.2.2 Teaching Lessons

Table 7.2 Comparative Summary of Findings in regard to Teaching Lessons

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|---|---|---|--|
| <ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (i), Teaching: Recognise that learning is an active process and that the teacher must be prepared to use a variety of strategies to meet the outcomes of the curriculum. • Employment of Educators Act, No 76 of 1998, Chapter A, Paragraph 4.5, Section (e) (i), Teaching: An educator must be a class teacher and engage in class teaching which will foster a purposeful progression in learning and which is consistent with the learning areas and programmes of subjects and grades. • Employment of Educators Act, No 76 of 1998, Chapter A, Paragraph 3, Section 3.2 (a): All educators should be at school during the formal school day, which should not be less than 7 hours per day. The 7 hours per day includes the breaks and periods in which the learners are not at school. • National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Learning Mediator: The educator will mediate learning in a manner, which is sensitive to the diverse needs of learners, including those with barriers to learning. | <ul style="list-style-type: none"> • Educators must present lessons with enthusiasm and passion. • Lessons must be creative and interesting. • Educators must have knowledge of various teaching methods and use modern teaching aids. • Educators must take cognizance of learners' special needs. | <p>(Ave=50h 48min) – Highest average.</p> <ul style="list-style-type: none"> • Teaching lessons is the core duty on which educators spend the most time. | <ul style="list-style-type: none"> • Not specified. |

Teaching lessons is the core duty that attained the highest average in the teacher time-use diaries, which provides evidence that educators who teach at middle-class public schools appear to engage in educating and instructing learners throughout the school day. Prevailing education labour law adequately describes government's expectations of educators in regard to teaching lessons. The Employment of Educators Act, No 76 of 1998, Chapter A, Paragraph 3, Section 3.2 (a) states that all educators should be at school during the formal school day, which should not be less than 7 hours per day. The 7 hours per day includes the breaks and periods in which the learners are not at school. The seven hours stipulated in this law was originally intended to include approximately six hours of teaching lessons and an additional compulsory hour in which educators are supposed to plan and prepare their work for the following school day. However, it appears that many educators are unable to use this additional hour for planning and preparation since many extra-mural activities begin directly after school.

The expectations in regard to teaching lessons expressed by the members of the school governing body are **similar** to those stipulated in prevailing education labour law. The Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (i), Teaching, states that educators need to recognise that learning is an active process and that the teacher must be prepared to use a variety of strategies to meet the outcomes of the curriculum. Similarly, the members of the governing body stressed that educators must have knowledge of various teaching methods and use modern teaching aids. The National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Learning Mediator, furthermore states that the educator will mediate learning in a manner, which is sensitive to the diverse needs of learners, including those with barriers to learning. The members of the school governing bodies also similarly indicated that they expect educators to take cognisance of the special needs of learners.

The findings provide evidence that educators who teach at public schools situated in middle-class contexts appear to meet all these expectations. The impressive systemic literacy and numeracy evaluation results achieved by Grade 3 and Grade 6 learners attending schools situated in the study area provide further evidence that educators present their lessons in a creative and interesting manner and with enthusiasm and passion.

7.2.3 Marking Learners' Work and Feedback

Table 7.3 Comparative Summary of Findings in regard to Marking Learners' Work and Feedback

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|--|---|---|--|
| <ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (i), Teaching: Plan, co-ordinate control, administer, evaluate and report on learners' academic progress. • National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Assessor: The educator will understand that assessment is an essential feature for the teaching and learning process and know how to integrate it into this process. The educator will have an understanding of the purposes, methods and effects of assessment and be able to provide helpful feedback to learners. | <ul style="list-style-type: none"> • Manner and time: accurately, meaningfully, carefully and promptly. • Purpose: remediation. | <p>(Ave=16h 48min) – Very high average.</p> <ul style="list-style-type: none"> • E5: Marked 99 Grade 1 books each day = 02h 30min each day. • E14: Educators work a full day at school, have a full afternoon programme and always take home planning and marking work (E14). • The excerpt from the educator's personal diary indicated that this educator was required to mark 33 Writing and 33 Mathematics books each day. | <ul style="list-style-type: none"> • Not specified. |

The very high average attained by this section in the teacher time-use diaries provides sufficient evidence for the finding that educators who completed the time-use diaries understand that assessment is an essential feature of the teaching and learning process. It follows that these educators will also have an understanding of the purposes, methods, and effects of assessment and will be able to provide helpful feedback to learners and parents. In doing this, they will be meeting the expectations and requirements for the marking of learners' work and providing feedback as specified in prevailing education labour law.

I am able to link this teaching responsibility to the assistance provided by educators to learners who encounter learning problems (See § 7.2.5). The medium to high average attained in that section is evidence that educators who teach at public schools situated in middle-class contexts continually mark and assess learners' work and know which learners require remediation. They continually and consistently intervene by means of didactic assistance to those learners who have not achieved the required learning outcomes. This means that they also meet the expectations of the members of the school governing body who expressed concerns about lack of progress and emphasised the importance of remediation for learners who experience learning problems at school.

The findings obtained from the teacher time-use diaries show that marking learners' work and providing appropriate feedback not only demands a great deal of an educator's time but is also a key contributor to the intensification of educators' workloads, particularly in large classes and in classes containing large numbers of learners with learning problems.

7.2.4 Keeping Record of Learners' Assessment and Profiles

Table 7.4 Comparative Summary of Findings in regard to Keeping Record of Learners' Assessment and Profiles

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|--|---|---|--|
| <ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) 4 (i), Teaching: Plan, co-ordinate control, administer, evaluate and report on learners' academic progress. • National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Assessor: The educator will keep detailed and diagnostic records of assessment. | <ul style="list-style-type: none"> • Manner: promptly, daily, regularly, accurately, structured, up to date, according to policy and prescriptions. • Purpose: monitor progress and identify problem areas. | <p>(Ave=05h) – High average.</p> <ul style="list-style-type: none"> • E15 Recording of incidents takes an additional 15 minutes per learner profile. • E27 marks learners' tasks and records their profiles at the same time. • E29 noted information in files and read marks into the computer. | <ul style="list-style-type: none"> • Not specified. |

Although I included keeping record of learners' assessment and profiles under the core duty of teaching responsibilities, it actually constitutes an administrative function and therefore directly links to other administrative core duties, which also scored a high average in the teacher time-use diaries (See § 5.3.2.3). Yet, it is not peculiar that this section attained a high average in the teacher time-use diaries since literature indicates a proliferation in the time educators spend on keeping record of learners' assessment and profiles. The Educator Workload in South Africa Report states, "The assessment, planning, preparation, recording and reporting requirements of Outcomes-Based Education constitute a major burden and need serious attention" (2005:x). It calls on Government to not only reduce the number of learning areas in the curriculum but to reduce required assessment and recording and reporting procedures (2005:xiv). However, until such time, educators will need to meet the prevailing expectations of Government by keeping detailed and diagnostic records of assessment.

My research findings provide evidence that educators who teach at middle-class public schools not only meet Government's expectations in keeping record of learners' assessment and profiles, but that they also meet the expectations of the members of their schools' governing bodies. E15 and E29 proved that they are making every effort to monitor the progress of their learners. E27's comment has a sense of urgency about it and provides evidence that educators are exploring all avenues that may save them time, for example, by simultaneously marking learners' tasks and recording their profiles.

7.2.5 Assisting Learners with Learning Problems

Table 7.5 Comparative Summary of Findings in regard to Assisting Learners with Learning Problems

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|--|---|--|--|
| <ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (i), Teaching: Engage in class teaching, which will foster a purposeful progression in learning. • The White Paper 6 on Special Needs Education. | <ul style="list-style-type: none"> • Assistance provided by educator. • Assistance provided by specialists. | <p>(Ave=03h 30min) – Medium to high average.</p> <ul style="list-style-type: none"> • In class time the moment I detect a problem (E20). • Mathematics every day, 30min at break time (E2) • Mathematics assistance seven periods per week, entire period (E8). | <ul style="list-style-type: none"> • Not specified. |

These findings provide evidence that educators teaching at public schools situated in middle-class contexts spend a great deal of their teaching time assisting learners who encounter learning problems, particularly learners who experience difficulties with numeracy. The medium to high average attained by this section in the educator time-use diaries indicates that educators are meeting the expectations laid down by Government. Furthermore, the response of E2 provides evidence that educators who teach at public schools situated in middle-class contexts have their learners' best interests at heart and are prepared to sacrifice their break time to assist learners. It follows that educators also more than meet the expectations expressed by the members of the school governing bodies. None of the educators, however, recorded time spent on referring learners to specialists. A possible explanation may be that I did not include referrals to specialists as a specific question in the open-ended questionnaire. Despite this omission, there is evidence that educators regularly do this as E2 spent 30 minutes meeting with a parent whose child is using Ritalin.

Most educators recorded assisting learners who had encountered problems in Mathematics with only one educator recording time performing numeracy and literacy interventions. This finding, as evidenced by the records of E2 and E8, begs the question: Why do educators generally spend more time assisting learners with numeracy skills as opposed to literacy skills?

7.2.6 Enriching Bright Learners

Table 7.6 Comparative Summary of Findings in regard to Enriching Bright Learners

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|---|---|--|--|
| <ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (i), Teaching: Engage in class teaching, which will foster a purposeful progression in learning. • National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Interpreter and Designer of Learning Programmes and Materials: The educator will also select sequence and pace the learning in a manner sensitive to the differing needs of the subject/learning area and learners. | <ul style="list-style-type: none"> • Educator is expected to stimulate, motivate, challenge and enrich learners. | <p>(Ave=01h 30min) – Low to medium average.</p> <ul style="list-style-type: none"> • Takes place in lesson time (E3). • Included in lesson planning (E4). • Continually during school day (E15). • Educator provides extra tasks (E19). • Differentiation during lessons and tasks (E19). | <ul style="list-style-type: none"> • Not specified. |

The findings flowing from this teaching responsibility reveal a striking disparity in the data. In contrast to assisting learners with learning problems, the teacher time-use diaries show that middle-class educators appear to spend significantly less time enriching and extending bright learners, as evidenced by the lowest average attained by this teaching responsibility. An obvious explanation may be that in most classes, learners who experience learning problems outnumber the bright learners. Despite E3 and E15's responses, that enrichment occurs continually during lesson time and E19 differentiates tasks and provides additional tasks for bright learners, it appears that GB6's concern holds water:

- *This aspect is often neglected and under emphasised (GB6).*

Although the findings indicate that educators who teach at middle-class public schools meet Government's expectations as well as the expectations of the members of school governing bodies by stimulating, motivating, challenging and enriching learners, they need to take cognisance of GB14's concern that assisting learners with learning problems and enriching bright learners should take place:

- *Where possible, without it being disadvantageous to other learners (GB14).*

It follows that members of public school governing bodies expect educators to accommodate struggling and bright learners in their classes without neglecting the needs of the majority of average ability learners.

7.2.7 Progress Reports to Parents

Table 7.7 Comparative Summary of Findings in regard to Progress Reports to Parents

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|---|---|--|--|
| <ul style="list-style-type: none"> Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (v), Communication: Meet parents and discuss with them the conduct and progress of their children. | <ul style="list-style-type: none"> Manner: accurately, regularly, informative. Purpose: Problems that require attention and to improve. | <p>(Ave=03h) – Medium to high average.</p> <ul style="list-style-type: none"> We have to calculate marks, read the marks into the computer, check the reports, write comments and hand out the reports (E12). Additional 15min per learner's parents at formal parent evening (E15). Progress reports once per term. Educator communicates with parents via homework book (E19). Telephone calls to parents (E28). | <ul style="list-style-type: none"> Not specified. |

Although I included the issuing of learners' progress reports to parents under the core duty of teaching responsibilities, similarly to keeping record of learners' assessment and profiles it actually constitutes an administrative function and can therefore directly be linked to the administrative core duties. The Employment of Educators Act, No 76 of 1998 neither specifically states the number of progress reports Government expects schools to issue to learners' parents nor the number of meetings schools need to hold to inform parents of learners' progress. Naturally, limiting the time spent by educators on this core duty would prove to be unprofessional and impossible. Therefore, it appears that many of the educators who completed the time-use diaries communicate with parents by means of notes in homework books, cellphone text messages and telephone calls throughout the term and only issue progress reports at the end of each of the four school terms.

However, the preparation of progress reports entails a great deal of administrative work, which also demands a great deal of an educator's time. As E12 points out, the process begins with the calculation of marks, reading the marks into the computer, checking, writing comments and finally handing out the reports. My premise is that if all the educators prepare progress reports in a similar way to E12, they meet the expectations voiced by members of the school governing bodies who lay emphasis on accurate, regular and informative progress reports. Naturally, such progress reports would also draw parents' attention to the learner's strengths and weaknesses and contain advice and suggestions on how the learner can improve on weaknesses and problem areas.

7.2.8 Other Teaching Responsibilities

Table 7.8 Comparative Summary of Findings in regard to Other Teaching Responsibilities

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|--|--|---|--|
| <ul style="list-style-type: none"> Specified in various sections of the Employment of Educators Act, No 76 of 1998. | <ul style="list-style-type: none"> Educators need to be happy at all times. A happy educator nurtures happy learners and happy learners achieve (GB4). A well prepared educator produces a good learner (GB10). To conduct them consistently and professionally (GB19). Certain careers are a calling, not a job. Teaching is one. I expect educators to put everything in, to efficiently prepare the country for the future. (GB18). | <p>(Ave=03h 51min) – Medium to high average.</p> <ul style="list-style-type: none"> Most time is spent compiling new modules and extra tasks for learning areas as well as photocopying (E8). Making new assessment tasks according to departmental requirements (E17). Setting tests and extra lessons (E28). Handing out and collecting study guides and workbooks (E11). Reading periods and book reports (E12). Met a parent to discuss his child who uses medication, namely Ritalin (E2). Telephone calls to parents (E10). Feedback to parents in respect of parent evenings, cellphone short messages and letters (E20). Homework books and letters to parents (E29). Assisting student educators with their classroom organisation, evaluation of student educators' lessons and completing their evaluation reports (E6). Planning lessons with student educators, evaluating their work and completing their evaluation reports (E7). | <ul style="list-style-type: none"> Not specified. |

The findings in this section show a disparity between the type of expectations expressed by the members of the school governing bodies and the actual teaching duties and responsibilities performed and recorded by educators in the time-use diaries. In other words, educators performed duties that the members of the school governing body did not expect. My deduction therefore is that the additional or complementary teaching duties and responsibilities, which according to the medium to high average demand a great deal of an educator's time, appear to comprise the unseen, less obvious component of an educator's workload. Compiling new modules and extra tasks for learning areas as well as photocopying (E8) and making assessment tasks according to departmental requirements (E17) appear to be extremely time-consuming. It appears that few parents are aware that educators perform these duties and responsibilities and consequently do not have an accurate understanding of what teaching entails, which may lead to misconceptions about educator workloads.

7.3 Classroom Management

In this section, I present the comparative findings in respect of creating a positive teaching and learning environment and maintaining discipline.

7.3.1 Creating a Positive Teaching and Learning Environment

Table 7.9 Comparative Summary of Findings in regard to Creating a Positive Teaching and Learning Environment

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|--|--|--|--|
| <ul style="list-style-type: none"> Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (i), Teaching: Establish a classroom environment, which stimulates positive learning and actively engages learners in the learning process. | <ul style="list-style-type: none"> Teacher's frame of mind: consistent, friendly, fair, honest and sincere. Aesthetic appeal: cheerful, neat, stimulating. Physical facilities: comfortable, furnished, equipped. | <p>(Ave=22h) – Very high average.</p> <ul style="list-style-type: none"> All day (E2, E6, E9, E24, E26, E27, E28). Continual process (E11, E15, E16, E18) Pinning learners' work for display, group work and tidying up (E8). Sweep and tidy class after school (E19). Cleaning and packing every day. Setting display table for new theme (E23). Star system. Get well cards. Welcoming a new baby (E29). | <ul style="list-style-type: none"> Not specified. |

The findings indicate that members of public school governing bodies hold high expectations of educators in regard to the educator's frame of mind, the aesthetic appeal of the classroom, the atmosphere that prevails in the classroom and the condition of the physical facilities at the school. The very high average attained by this section in the educator time-use diaries provides evidence that educators attempt to stimulate positive learning and actively engage learners in the learning process throughout the school day. They therefore meet the expectations prescribed by Government in prevailing education labour law and other relevant law as well as the expectations expressed by members of the school governing body.

Some educators, however, performed time-consuming duties, which the members of the school governing body did not expect. Educators' responses indicate the activities, which demand a great deal of an educator's time after school hours, include pinning learners' work on pin boards for display, cleaning, sweeping and tidying the class and packing away books and apparatus. Some educators also spent time setting a display table for a new theme, making and using a star system as well as making and sending cards to sick learners and to welcome learners' new baby brothers and sisters.

7.3.2 Maintaining Discipline

Table 7.10 Comparative Summary of Findings in regard to Maintaining Discipline

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|---|--|---|--|
| <ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (ii), Extra and Co-curricular duties: Assist the principal in overseeing learner counseling and guidance, careers, discipline and the general welfare of all learners. • Principles of Natural Justice. | <ul style="list-style-type: none"> • Necessity: absolutely essential. • Type: positive, constructive. • Applied: consistently. • According to procedures and policies. | <p>(Ave=23h) – Very high average.</p> <ul style="list-style-type: none"> • All day (E2, E6, E9, E23, E24, E25, E26, E27, T28). • Continual process (E11, E15, E16, E17, E18). • Throughout the day, in class and at sport (E19, E20, E29). • Crude language and hitting each other (E17) rude song (E29). | <ul style="list-style-type: none"> • Not specified. |

The very high average attained by this section in the educator time-use diaries provides proof that educators who teach at public schools situated in middle-class contexts attempt to maintain discipline throughout the school day, in their classrooms while teaching and learning takes place and after school hours at extra-mural activities. Educators therefore comply with the provisions set out in the Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (ii), Extra and Co-curricular duties, which expects educators to “Assist the principal in overseeing learner counseling and guidance, careers, discipline and the general welfare of all learners”.

The findings do not provide any evidence that educators apply the principles of natural justice when they meet out discipline and punishment. Furthermore, educators meet two of the governing body expectations, namely, that discipline at school is essential and that educators apply discipline consistently. The types of misdemeanours some primary school, middle-class learners appear to commit require educators to intervene continually and consistently. The findings from the time-use diaries however, do not provide indisputable evidence that educators apply discipline in a positive and constructive manner and according to procedures and policies.

7.3.3 Other Classroom Management Duties

Table 7.11 Comparative Summary of Findings in regard to Other Classroom Management Duties

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|--|--|---|--|
| <ul style="list-style-type: none"> Specified in various sections of the Employment of Educators Act, No 76 of 1998. | <ul style="list-style-type: none"> Not specified. | <p>(Ave=08h 36min) – High average.</p> <ul style="list-style-type: none"> Educators are involved in a discussion concerning the week’s academic work with colleagues (E3). Educators assist student educators with their classroom organisation (E6). Educators instruct learners in life skills, which is a continual process (E11). Educators spend extra time on educating learners about neatness (E21). Educators make posters for their classrooms (E30). Educators complete reports on learners’ discipline (E25). | <ul style="list-style-type: none"> Not specified. |

Similar to the section dealing with other teaching responsibilities, which educators perform (See § 7.2.8), educators also appear to perform classroom management duties, which some parents might not expect of them. These classroom management duties are not obvious but demand a great deal of an educator's time as evidenced by the high average attained by this section in the educator time-use diaries. A large percentage of educators' time appears to be spent on continually educating learners about life skills and neatness (E11, E21). The completion of reports on learners' discipline, which may be categorised as an administrative duty, also demands a great deal of educators' time (E25). Assisting student educators with various aspects of classroom management appears to contribute significantly to an educator's workload (E6).

7.4 Involvement in Extra-Mural Activities

In this section, I present the comparative findings in respect of educators' involvement in sport, cultural activities, fundraising activities, the school's social functions and school committees.

7.4.1 Involvement in Sport

Table 7.12 Comparative Summary of Findings in regard to Involvement in Sport

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|--|---|--|---|
| <ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (ii), Extra- & co-curricular Duties: To share in the responsibilities of organising and conducting extra and co-curricular activities. • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Section (v), Communication: Educators must maintain contact with ³sporting, social, cultural and community organisations. | <ul style="list-style-type: none"> • Educators must be involved in sport. • Educators must get to know learners in a different context. | <p>(Ave=12h 42min) – Very high average. Sport impacts on many other core duties, such as:</p> <p><u>Social Functions</u></p> <ul style="list-style-type: none"> • Educators’ continually attend school, sport and cultural functions. <p><u>Involvement in School Committees</u></p> <ul style="list-style-type: none"> • Educators are members of various sports bodies and committees at school and outside of school. <p><u>Other Extra-Mural Activities</u></p> <ul style="list-style-type: none"> • Educators arrange the transport of learners to various sport venues, e.g. hiring of buses. • Educators supervise learners at sports camps during weekends and holidays. • Educators are responsible for organising and performing first-aid duties at matches and tournaments. | <ul style="list-style-type: none"> • Parents tend to put a lot of pressure on the school and educators to achieve in sport (P5). • My school has appointed two sports administrators to handle the sport workload at this school (P11). |

³ Core duties to be discussed appear in bold in paragraphs 7.4.1, 7.4.2 and 7.4.4

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|--|---|--|----------------------------------|
| | | <p><u>Administrative Duties</u></p> <ul style="list-style-type: none"> • Educators spend a great deal of time on sports administration, e.g. selecting players and teams, arranging match schedules with other schools, keeping records of match results. <p><u>Bus Duty</u></p> <ul style="list-style-type: none"> • Educators accompany and travel with learners on bus trips to sports days held at schools in other towns on weekdays and on weekends. <p><u>Other Pastoral Duties</u></p> <ul style="list-style-type: none"> • Educators hold informal discussions with learners involved in sport during breaks and after school for motivational purposes. <p><u>Newsletters</u></p> <ul style="list-style-type: none"> • Educators often spend time handing out sports letters to learners. <p><u>Professional Duties</u></p> <ul style="list-style-type: none"> • Educators attend sport courses and meetings. | |

The very high average recorded in the educator time-use diaries for this section indicates that educators who teach at middle-class public schools meet the expectations laid down by Government by sharing in the responsibilities of organising and conducting extra and co-curricular activities. The responses of two principals provide evidence of the increase in educators' workloads in relation to their involvement in sports activities:

- *Parents tend to put a lot of pressure on the school and educators to achieve in sport (P5).*
- *My school has appointed two sports administrators to handle the sport workload at this school (P11).*

However, it is not entirely clear from the findings whether educators meet the governing bodies' sole expectation, which is to know learners at a "different level" and in a context other than a purely academic environment.

The findings provide evidence that sport is an integral aspect of at least eight core duties and therefore demands a great deal of time and effort from educators. It follows that involvement in sport may affect many educators' private lives since sports meetings, matches and courses often take place during weekends, public holidays and school holidays.

7.4.2 Involvement in Cultural Activities

Table 7.13 Comparative Summary of Findings in regard to Involvement in Cultural Activities

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|--|---|--|--|
| <ul style="list-style-type: none"> Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (v), Communication: Educators must maintain contact with sporting, social, cultural and community organisations. | <ul style="list-style-type: none"> Educators must be involved in cultural activities. Educators must have special skills and training. Educators must set an example of a balanced lifestyle at all times. Educators must fulfil a leadership role. | <p>(03h 12min) – Medium to high average.</p> <ul style="list-style-type: none"> Educators organise talent competitions (E18). Educators lead assemblies (E19). Educators organise and perform at music and choir evenings (E23). Educators are involved in school concerts (E25, E27 E30). | <ul style="list-style-type: none"> Not specified. |

The medium to high average score attained by this core duty in the educator time-use diaries indicates that educators who teach at public schools situated in middle-class contexts spend a significant amount of time being involved in a variety of cultural activities. They therefore meet the expectation of Government, which according to the Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (v), Communication, is that educators must maintain contact with sporting, social, **cultural** and community organisations. Educators, who possess special skills and training to perform cultural activities, meet the skills and training expectations expressed by members of the governing bodies (E23). Educators who co-ordinate and arrange cultural activities such as assemblies, talent competitions choir evenings and concerts may be viewed as cultural leaders and therefore meet the expectation for educators to fulfil a leadership role (E18, E19, E25, E27, E30). However, these findings cannot be interpreted as confirmation that educators set the example of a balanced lifestyle at all times.

7.4.3 Involvement in Fundraising Activities

Table 7.14 Comparative Summary of Findings in regard to Involvement in Fundraising Activities

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|---|---|---|--|
| <ul style="list-style-type: none"> • Silent. | <ul style="list-style-type: none"> • Schools need to be managed as businesses. | <p>(Ave=00h 53min) – Low average.</p> <ul style="list-style-type: none"> • Educators are continually involved in fundraising activities as arranged by the school (E11). • Collected soap powder boxes every morning (E23). • Contacted parents every evening from home to sell tickets for a theatre production (E23). • Wine auction (E25). | <ul style="list-style-type: none"> • Not specified. |

Most educators were not involved in fundraising activities during the two weeks in which they recorded their time-use diaries, hence the low average attained in the educator time-use diaries for this section (See § 5.3.6.1). However, E11's response indicates that many educators are continually involved in fundraising activities throughout the year. The comments of E23 and E25 indicate the type of unexpected duties educators perform in relation to raising funds for their schools. Despite the fact, that prevailing education labour law and other relevant law appear silent in respect of fundraising, the members of school governing bodies expect educators to assist and support them in managing schools as businesses.

7.4.4 Involvement in the School's Social Functions

Table 7.15 Comparative Summary of Findings in regard to Involvement in the School's Social Functions

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|---|---|--|--|
| <ul style="list-style-type: none"> Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (v), Communication: Educators must maintain contact with sporting, social, cultural and community organisations. | <ul style="list-style-type: none"> Foster teamwork, team-building and communication between parents and educators. | <p>(02h 12min) – Medium average.</p> <ul style="list-style-type: none"> Later in the term (E4). Not during these two weeks (E8). Continual attendance at school, sport and cultural functions (E11). E5 is in charge of the crockery and cutlery storeroom and is responsible for counting out and dispatching all crockery and cutlery needed for school functions, counting and packing the crockery back again. E5 does this in the afternoons. Some weeks there are many functions. Discussion with church concerning outreach programme and slide shows (E25). Grade 7 farewell function (E28). | <ul style="list-style-type: none"> Not specified. |

My premise is that the medium average attained by this section in the educator time-use diaries does not accurately reflect the number of social functions educators who teach at public schools situated in middle-class contexts are expected to arrange and attend. Similar to the previous section dealing with educators' involvement in fundraising activities, educators were not involved in social functions during the two weeks in which they recorded their time-use diaries as evidenced by the responses of E4, E5 and E8 (See § 5.3.4.3). Furthermore, E11 states that attendance at school, sport and cultural functions occurs continually.

Prevailing education labour law and other relevant law states that Government expects educators not only to be involved in their schools' social functions but functions arranged by community-based organisations such as churches as well. The findings evolving from the educator time-use diaries provide evidence that educators who teach at schools situated in middle-class contexts meet the expectations stipulated by the Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (v), Communication, which expects educators to “maintain contact with sporting, **social**, cultural and **community organisations**”.

The members of the school governing bodies expect educators to be involved in their schools' social functions because according to their responses, educator involvement fosters teamwork, team-building and communication between parents and educators. Although the findings indicate that educators are involved in their schools' social functions, it is unclear whether educators meet the expectations of members of the school governing bodies. The findings do not provide any specific evidence that educator involvement in the school's social functions can be equated with the fostering of teamwork, team-building and communication between parents and educators.

7.4.5 Involvement in School Committees

Table 7.16 Comparative Summary of Findings in regard to Involvement in School Committees

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|---|--|---|--|
| <ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (v), Communication: Educators must participate in departmental committees. • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iv), Interaction with Stakeholders: Educators must participate in the school's governing body if elected to do so. | <ul style="list-style-type: none"> • Channels of communication are important. | <p>(Ave=02h 48min) – Medium average.</p> <p><u>Educators serve on:</u></p> <ul style="list-style-type: none"> • Sports committees (E11). • Language committees (E15). • Charity committees (E29). • School newspaper and editorial committees (E19). • Class committees (E4). • School management team (E18). | <ul style="list-style-type: none"> • Not specified. |

The medium average attained in this section in the educator time-use diaries indicates that educators who teach at public schools situated in middle-class contexts are indispensable members and often co-ordinators of various school committees. It follows that educators meet the expectation of Government, stipulated in Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (v), Communication, namely that educators must “participate in departmental committees”. The Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iv), Interaction with Stakeholders furthermore expects educators to participate in the school’s governing body if elected to do so. None of the participants, however, indicated that they serve as members of the school governing body.

Educators may meet the expectation expressed by the members of the school governing bodies, namely to maintain open channels of communication, if they serve on various school committees with parents. This means that various committees should comprise educators and parents. In this way, educators and parents may communicate the various strengths, weaknesses, opportunities and challenges they face, share in decision-making and work co-operatively in seeking solutions, which will be in the best interests of the school, learners, educators and parent community.

7.4.6 Other Extra-Mural Duties

Table 7.17 Comparative Summary of Findings in regard to Other Extra-Mural Duties

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|---|--|--|--|
| <ul style="list-style-type: none"> Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (ii), Extra- & co-curricular Duties: To share in the responsibilities of organising and conducting extra and co-curricular activities. | <ul style="list-style-type: none"> Not specified. | <p>(Ave=19h 30min) – Very high average.</p> <ul style="list-style-type: none"> E3 attended a rugby camp for 4 days during the April school holidays. E7 was involved in planning the school's centenary celebrations. E12 was responsible for the school's First Aid and safety. E25 had a heavy schedule dealing with sport administration. E27 arranged a function for the school's cultural evening. E29 is the head of the school's Charity Committee. | <ul style="list-style-type: none"> Not specified. |

A striking disparity is evident in the findings that emerged for this section in the educator time-use diaries. The members of the school governing bodies did not specify any expectations with regard to other extra-mural duties in their responses yet this section scored a very high average in the educators' time-use diaries. This disparity therefore focuses attention on the wide range of unexpected extra-mural duties and responsibilities performed by educators who teach at public schools situated in middle-class contexts. Some of these duties, however, link to educators' pastoral duties, administrative duties, their involvement in sport and cultural activities and involvement in school committees. In fulfilling additional extra-mural duties and responsibilities, educators meet the expectation of Government, namely the Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (ii), Extra- & co-curricular Duties, which states that educators must "share in the responsibilities of organising and conducting extra and co-curricular activities".

7.5 Pastoral Duties

In this section, I present the comparative findings in respect of educators' playground duty, bus and gate duty, scholar patrol duty and sick learners. The sections dealing with scholar patrol duty and sick learners scored low averages. The section dealing with playground duty scored a low to medium average while the section dealing with bus and gate duty scored a medium average. These findings therefore indicate that, in comparison to the other core duties, pastoral duties do not demand too much of educators' time and do not significantly intensify educators' workloads.

7.5.1 Playground Duty

Table 7.18 Comparative Summary of Findings in regard to Playground Duty

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|---|---|--|--|
| <ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 3, Section 3.1 (b) (i) (dd), core duties are specified as ground, detention and scholar patrol duty, etc. • Duty of Care. | <ul style="list-style-type: none"> • Playground duty is essential for maintaining discipline at school and for learner safety. | <p>(Ave=01h 18min) – Low to medium average.</p> <ul style="list-style-type: none"> • All educators perform playground duties. • Educators are on duty before school commences in the mornings (E29). | <ul style="list-style-type: none"> • Not specified. |

⁴ Core duties to be discussed appear in bold in paragraphs 7.5.1 and 7.5.3

Despite the low average attained by this section in the educator time-use diaries, educators who teach at public schools situated in middle-class contexts meet the expectations placed on them by Government. The Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 3, Section 3.1 (b) (i) (dd), specifies core duties as **ground**, detention and scholar patrol duty, etc. In performing playground duty, educators also meet the expectations placed on them by other relevant law, namely the common law principle of Duty of Care. Educators who diligently exercise their duty of care, will appease the foremost concern voiced by members of the school governing bodies, that of learner safety. Although playground duty does not demand a great deal of an educators' time and does not appear to intensify educators' workloads, it does require educators to sacrifice their breaks regularly and to maintain discipline on the playground.

7.5.2 Bus and Gate Duty

Table 7.19 Comparative Summary of Findings in regard to Bus and Gate Duty

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|--|--|--|--|
| <ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 3, Section 3.1 (b) (i) (dd), core duties are specified as ground, detention and scholar patrol duty, etc. • Duty of Care. | <ul style="list-style-type: none"> • Bus and gate duty is essential for learner safety. | <p>(Ave=02h 21min) – Medium average.</p> <ul style="list-style-type: none"> • Only two educators performed bus and gate duty, which was combined with playground duty. • A third educator accompanied learners in a bus to a sports day on a Saturday (E19). | <ul style="list-style-type: none"> • Not specified. |

Although this section attained a medium average in the educator time-use diaries it appears that not all educators who teach at public schools situated in middle-class contexts meet the expectation expressed by members of the school governing bodies since only two of the thirty educator participants performed bus and gate duty. Yet, the *etcetera* added to the Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 3, Section 3.1 (b) (i) (dd) and which renders this legislation open to interpretation, means that educators are expected to exercise their duty of care in respect of bus and gate duties even though these duties are not specified. This means that learners become the parents' responsibility the moment they pass through the gate and vacate the school premises. Similarly, parents will need to accept responsibility for their children's well-being and safety while travelling home after school in buses and taxi's. The medium average attained by this section may be attributed to the time recorded by E19 in accompanying learners in a bus to a sports day on a Saturday. The findings therefore show that bus and gate duties generally do not intensify educators' workloads.

7.5.3 Scholar Patrol Duty

Table 7.20 Comparative Summary of Findings in regard to Scholar Patrol Duty

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|---|--|--|--|
| <ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 3, Section 3.1 (b) (i) (dd), core duties are specified as ground, detention and scholar patrol duty, etc. • Duty of Care. | <ul style="list-style-type: none"> • Educators must guide and supervise to ensure learner safety. | <p>(Ave=00h 47min) – Low average.</p> <ul style="list-style-type: none"> • Only three educators performed scholar patrol duty, two of whom combined it with playground duty. The third educator did one week's duty per term. | <ul style="list-style-type: none"> • Not specified. |

Similar to the previous section dealing with bus and gate duties, only three of the thirty educator participants performed scholar patrol duty during the two weeks in which they completed the time-use diaries. It therefore appears that educators who teach at public schools situated in middle-class contexts meet the expectations placed on them by Government in prevailing education labour law and other relevant law. The Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 3, Section 3.1 (b) (i) (dd), specifies scholar patrol duty as a core duty.

Yet, most of the educators in the sample who recorded time-use diaries did not meet the governing bodies' expectations of ensuring learners' safety since they did not perform this duty. A possible explanation may be that not all public schools have scholar patrol teams. Some schools have been fortunate enough to acquire the services of traffic officers to ensure the learners' safety before and after school. Therefore, scholar patrol duty, as the low average recorded in the educator time-use diaries indicates, in most cases does not contribute to the intensification of educators' workloads.

7.5.4 Sick Learners

Table 7.21 Comparative Summary of Findings in regard to Sick Learners

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|--|--|---|--|
| <ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iii), Administrative: Educators must perform or assist with one or more of other non-teaching administrative duties such as first aid and accidents. • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (ii), Extra and Co-curricular: Educators must cater for the educational and general welfare of all learners in their care. • Duty of Care. | <ul style="list-style-type: none"> • Educators expected to act according to policy and follow the correct procedures. • Contact parents. | <p>(Ave=00h 31min) – Low average.</p> <ul style="list-style-type: none"> • E8 telephoned parents to enquire about two learners. • E19 arranged homework for a sick learner. | <ul style="list-style-type: none"> • Not specified. |

Prevailing education labour law and other relevant law is specific concerning its expectation of educators in regard to the handling of sick learners. The Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iii), Administrative, states that “educators must perform or assist with one or more of other non-teaching administrative duties such as first aid and accidents”. Section (e) (ii), Extra and Co-curricular, furthermore expects educators to “cater for the educational and general welfare of all learners in their care”. The common law principle of Duty of Care requires educators to care for learners since they stand *in loco parentis*.

In contrast to Government’s expectations of educators, the only expectation expressed by members of the school governing bodies was that educators act according to policy, follow the correct procedures and contact the parents to inform them of their children’s ill health. The low average attained by this section in the educator time-use diaries confirms that apart from arranging homework for sick learners and the occasional phone calls to parents, educators’ workloads are not to a large extent intensified by having to care for sick learners.

7.5.5 Other Pastoral Duties

Table 7.22 Comparative Summary of Findings in regard to Other Pastoral Duties

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|--|--|--|--|
| <ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (ii), Extra and Co-curricular: Educators must cater for the educational and general welfare of all learners in their care. • Duty of Care. | <ul style="list-style-type: none"> • Educators are expected to ensure the safety of learners. | <p>(Ave=02h) – Medium average.</p> <ul style="list-style-type: none"> • Educators counsel learners in collaboration with social workers and psychologists (E21). • Educators perform corridor duty every day before school, at breaks and after school (E23). • E5 organises and collects tinned food, does grocery shopping and packs grocery hampers, collects second hand clothing and hands out clothing to the needy families. | <ul style="list-style-type: none"> • Not specified. |

The findings that emerged from the educator time-use diaries indicate that although the normal pastoral duties performed by educators do not significantly intensify their workloads, there appears to be numerous other pastoral care duties that educators perform that do intensify their workloads, which is evidenced by the medium average for this section. In contrast to the duties performed by E21 and E23, which a member of the school governing body may expect from an educator, E5 provides evidence that some educators perform unexpected duties. E5 also provides evidence of the increasing social responsibility burden, which exists in most South African public schools, even in relatively affluent middle-class contexts. Educators appear to be expected to accept additional pastoral duties and responsibilities, which in earlier years were performed by social workers and welfare organisations.

7.6 Administrative Duties

In this section, I present the comparative findings in respect of educators' administrative duties, namely collecting money in class, handing out newsletters and keeping attendance registers.

7.6.1 Collecting Money in Class

Table 7.23 Comparative Summary of Findings in regard to Collecting Money in Class

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|---|--|--|--|
| <ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iii), Administrative: Educators must perform or assist with one or more of other non-teaching administrative duties such as collection of fees and other monies. • National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Leader, Administrator and Manager: The educator will make decisions appropriate to the level, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in school decision-making structures. | <ul style="list-style-type: none"> • Educators expected to collect money in class but this practice should be kept to a minimum. • Educators must issue receipts for money they receive. | <p>(Ave=01h 12min) – Low to medium average.</p> <p>Educators collected money in class for:</p> <ul style="list-style-type: none"> • Photographs (E8). • Guide Dog Association (E23). • Up to 01 hour during fundraising projects (E11). • Occurs on a continual basis (E15). | <ul style="list-style-type: none"> • Not specified. |

The low to medium average attained in the educator time-use diaries for this section provides evidence that educators who teach at public schools situated in middle-class contexts often need to collect money from learners during class time. In performing this core duty, they meet Government's expectations, which are specified in the Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iii), Administrative, and which state that "educators must perform or assist with one or more of other non-teaching administrative duties such as collection of fees and other monies". The findings do not make it clear whether educators meet the expectations of some of the governing body members by issuing receipts for the money they receive. Although many of the governing body members were of the opinion that the collection of money in class ought to be kept to a minimum, educators regularly collect money for various reasons as indicated by E8, E11, E15 and E23. Although collecting money in class might not significantly intensify educators' workloads, it may erode valuable teaching and learning time.

7.6.2 Handing Out Newsletters

Table 7.24 Comparative Summary of Findings in regard to Handing Out Newsletters

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|---|--|--|--|
| <ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iii), Administrative: Educators must perform or assist with one or more of other non-teaching administrative duties. • National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Leader, Administrator and Manager: The educator will make decisions appropriate to the level, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in school decision-making structures. | <ul style="list-style-type: none"> • Responsibility of educators to hand out newsletters for purposes of communication. | <p>(Ave=00h 45min) – Low average.</p> <ul style="list-style-type: none"> • Educators hand out sport letters (E10). • Educators hand out letters twice a week (E15). • Foundation Phase educators staple learners' homework tasks into their diaries each day (E19). | <ul style="list-style-type: none"> • Not specified. |

The findings that emerged from the educator time-use diaries show that educators who teach at public schools situated in middle-class contexts, meet the expectations placed on them by Government by the open-ended Section (e) (iii), Administrative, of the Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5. This section states that “educators must perform or assist with one or more of other non-teaching administrative duties”. In addition, the National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Leader, Administrator and Manager, states that “the educator will make decisions appropriate to the level, manage learning in the classroom, **carry out classroom administrative duties efficiently** and participate in school decision-making structures”.

E10, E15 and E19 specifically meet these expectations as well as the expectation communicated by the members of the school governing bodies, which focused on communication between the school and parents by means of newsletters. Despite the low average this section scored in the educator time-use diaries, Foundation Phase educators appear to spend a good measure of time communicating with parents about various aspects such as homework tasks. Since these homework information sheets are prepared and typed each afternoon after school, communicating with parents in this way may significantly intensify Foundation Phase educators’ workloads.

7.6.3 Keeping Attendance Registers

Table 7.25 Comparative Summary of Findings in regard to Keeping Attendance Registers

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|---|---|--|--|
| <ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iii), Administrative: Educators must perform or assist with one or more of other non-teaching administrative duties. • National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Leader, Administrator and Manager: The educator will make decisions appropriate to the level, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in school decision-making structures. | <ul style="list-style-type: none"> • Educators must keep attendance registers to keep record of learner absenteeism. • Educators must follow up on learner absenteeism. | <p>(Ave=00h 28min) – Low average.</p> <ul style="list-style-type: none"> • Educators spend the minimum of time on this core duty. | <ul style="list-style-type: none"> • Not specified. |

Prevailing education labour law and other relevant law ensures that educators who teach at public schools situated in middle-class contexts diligently keep record of learners' school attendance in official registers. These measures are affected in the Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iii), Administrative as well as the National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, under the subsection entitled Leader, Administrator and Manager.

In keeping attendance registers, educators not only meet Government's expectations, they also meet the expectations expressed by members of the school governing bodies, namely to keep record of learners' absenteeism. The findings emanating from the educator time-use diaries, however, do not offer evidence that educators always follow up on learner absenteeism, although in the section dealing with sick learners (See § 5.3.6.4), T8 telephoned parents to enquire about two learners. Since this section attained the lowest average in the educator time-use diaries, one may accept that educators spend minimal time on this core duty and that it in no way intensifies educators' workloads.

7.6.4 Other Administrative Duties

Table 7.26 Comparative Summary of Findings in regard to Other Administrative Duties

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|---|--|---|---|
| <ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iii), Administrative: Educators must perform or assist with one or more of other non-teaching administrative duties. • National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Leader, Administrator and Manager: The educator will make decisions appropriate to the level, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in school decision-making structures. | <ul style="list-style-type: none"> • Not specified. | <p>(Ave=06h 25min) – High average. Educators performed the following additional administrative duties:</p> <ul style="list-style-type: none"> • Writing newsletters, translation, proofreading, etc (E4). • Photocopying modules and tasks in admin periods (E8). • Preparing photographs (E8). • Photocopy work (E9). • Photocopy work (E25). • Travelled 722km on Sunday, 400km on Monday (public holiday) and 400km on Tuesday (public holiday) to gather information for outreach (E25). • In charge of the staffroom’s inventory (E27). • In charge of the Foundation Phase monitors (E27). • Arranging an outing for the grade (E30). • Detention duty (E30). | <ul style="list-style-type: none"> • Administrative duties are the main contributing factor to increased educator workloads (P10). |

The high average attained in this section of the educator time-use diaries, provides sufficient evidence that the additional administrative duties performed and recorded by educators not only make high demands on educators' time and significantly intensify their workloads, but they also impose on the private lives of educators as evidenced by E25. One may interpret the unspecified expectations of the school governing bodies in two ways. Either members do not expect educators to perform these administrative duties or they are unaware that administrative duties of this nature exist. Government however, has ensured that educators meet its expectations in respect of administrative duties by leaving Section (e) (iii), Administrative, of the Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, unspecific, open-ended and subject to individual interpretation in its formulation of "educators must perform or assist with one or more of other non-teaching administrative duties".

Similarly, the National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Leader, Administrator and Manager, states that "the educator will make decisions appropriate to the level, manage learning in the classroom, **carry out classroom administrative duties efficiently** and participate in school decision-making structures," but refrains from specifying the exact nature of the "classroom administrative duties". It follows that educators may be legitimately expected to perform any type of administrative duty. P10's comment evidences my claim:

- *Administrative duties are the main contributing factor to increased educator workloads (P10).*

7.7 Professional Duties

In this section, I present the comparative findings in respect of educators' attendance at seminars, courses and workshops, for purposes of professional development.

7.7.1 Attending Seminars, Courses and Workshops for Purposes of Professional Development

Table 7.27 Comparative Summary of Findings in regard to Professional Development

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|---|--|--|--|
| <ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 3, Section 3.2 (d), Workload per Educator: All educators may be required by the employer to attend programmes for ongoing professional development, up to a maximum of 80 hours per annum. These programmes to be conducted outside the formal school day or during vacations. • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iv), Interaction with Stakeholders: Educators must contribute to the professional development of colleagues by sharing knowledge, ideas and resources. • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iv), Interaction with Stakeholders: To remain informed of current developments in educational thinking and curriculum development. • Employment of Educators Act, No 76 of | <ul style="list-style-type: none"> • Educators must keep abreast with the newest developments in education for purposes of development and empowerment. | <p>(Ave=05h 18min) – High average. Educators performed these professional duties:</p> <ul style="list-style-type: none"> • Lesson discussion meetings • Grade meetings • Phase meetings • Staff meetings • Sports meetings with parents • Departmental meetings • Area meetings • Union seminars • Methodology training • First aid courses • Whiteboard training • Marketing meetings • Meetings concerning learner matters • Meetings with occupational and speech therapists • Session regarding implementation of New Curriculum Statement (NCS). | <ul style="list-style-type: none"> • It is virtually impossible for educators to upgrade their qualifications because of their intense teaching workloads (P9). |

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|--|------------------------------------|---------------------------|----------------------------|
| <p>1998, PAM, Chapter A, Paragraph 4.5, Section (e) (v), Communication: Educators must participate in departmental committees, seminars and courses in order to contribute to and update their professional views and standards.</p> <ul style="list-style-type: none"> • National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Scholar, Researcher and Lifelong Learner: The educator will achieve ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in their learning area, in broader professional and educational matters and in other related fields. | | | |

Government's emphasis on the professional development of educators and the importance it attaches to educator development is evident in the many sections that deal with professional development in prevailing education labour law and other relevant law. Similarly, the members of the school governing bodies expect educators to keep abreast of the most recent developments in education for purposes of development and empowerment. The findings emanating from the educator time-use diaries provide evidence that educators who teach at public schools situated in middle-class contexts view professional development as a priority, hence the high average attained in this section. They attend a wide variety of meetings, courses and seminars, which take place at school during school hours, in the afternoons after school, in the evenings, over weekends or during school holidays. Some educators are required to travel long distances to venues in other towns to attend or present meetings and courses.

The educators who participated in this study naturally meet Government's expectations as well as the expectations of members of the school governing bodies in respect of professional development. However, the findings clearly show that professional development places a great deal of pressure on educators in respect of available time. Professional development also appears to contribute to an intensification of educators' workloads where educators need to prepare for courses, complete homework assignments or provide information and training to other educators or parents.

Ironically, as mentioned by P9 during our interview (See § 6.2.2), educators who maintain heavy workloads may have neither the time nor personal resources to meet the expectation set out in the National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Scholar, Researcher and Lifelong Learner. This expectation reads that the "educator will achieve ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in their learning area, in broader professional and educational matters and in other related fields".

7.7.2 Other Professional Duties

Table 7.28 Comparative Summary of Findings in regard to Other Professional Duties

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|---|--|---|--|
| <ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 3, Section 3.2(d), Workload per Educator: All educators may be required by the employer to attend programmes for ongoing professional development, up to a maximum of 80 hours per annum. These programmes to be conducted outside the formal school day or during vacations. • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iv), Interaction with Stakeholders: Educators must contribute to the professional development of colleagues by sharing knowledge, ideas and resources. • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iv), Interaction with Stakeholders: To remain informed of current developments in educational thinking and curriculum development. • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (v), Communication: Educators must participate in departmental committees, seminars and courses in order to contribute to and update their professional views and standards. • National Education Policy Act, No 27 of 1996, Norms and | <ul style="list-style-type: none"> • Not specified. | <p>(01h 56min) – Low to medium average.</p> <ul style="list-style-type: none"> • Educators handle social skills, emotional intelligence exercises, study skills and conflict resolution skills every day (E20). • Parent evening and other administrative responsibilities (E4). • Completing reports (E6, E7). • Meeting student educator and parents after school (E8). • Parent evenings (E16). | <ul style="list-style-type: none"> • Not specified. |

| EDUCATION LABOUR LAW AND OTHER RELEVANT LAW | SCHOOL GOVERNING BODY EXPECTATIONS | EDUCATOR TIME-USE DIARIES | INTERVIEWS WITH PRINCIPALS |
|---|---|----------------------------------|-----------------------------------|
| Standards for Educators, Scholar, Researcher and Lifelong Learner: The educator will achieve ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in their learning area, in broader professional and educational matters and in other related fields. | | | |

Although this section attained a low to medium average in the educator time-use diaries, most of the duties recorded by educators could have been included under other core duties, which I discussed in previous sections. Parent meetings and parent evenings form part of teaching responsibilities, completing reports is a teaching responsibilities and administrative duty while the handling of social skills, emotional intelligence exercises, study skills and conflict resolution skills may be considered pastoral duties.

7.8 Discussion of Findings

In this discussion, I examine the relationships in meaning between the findings to discover what they say together and about each other. I present the findings that moved to the foreground as well as those that moved to the background.

7.8.1 Relationships in Meaning between the Findings

The findings emanating from this study require interpretation on three levels. Firstly, the findings are the result of an examination of what Government expects of educators in relation to their performance of the core duties as specified in prevailing education labour law and other relevant law.

Secondly, the findings spell out what members of public school governing bodies situated in a middle-class context expect of educators in relation to the performance of the core duties and indicate whether these expectations are aligned with prevailing education labour law and other relevant law.

Thirdly, the findings evolving from the educator time-use diaries in which educators recorded the average time they spent on the core duties, together with their comments, provide evidence as to whether educators meet the expectations of Government and those expressed by the members of school governing bodies.

7.8.2 Collective Interpretation of Findings

Firstly, the collective findings provide evidence that the factor most responsible for the intensification of educators' workloads is the open-ended nature of prevailing education labour law and other relevant law examined in this study. The open-ended nature of the law together with a number of silences and omissions render prevailing education labour law and other relevant law open to individual application and interpretation.

This means that Government permits legitimate intervention by parents in the working and personal lives of educators, resulting in an intensification of educators' workloads and a reduction in the time educators have at their disposal to attend to teaching responsibilities.

Secondly, the findings emanating from the open-ended questionnaires provide the reader with a first-hand description of the expectations that members of public school governing bodies in middle-class contexts hold of educators. The findings evolving from the open-ended questionnaires unequivocally indicate that parents of learners who attend public schools situated in middle-class contexts hold high expectations of educators. In many instances, parents hold unrealistically high expectations of educators. The findings furthermore provide evidence that, apart from educators' involvement in fundraising activities, governing body expectations of educators are aligned with prevailing education labour law and other relevant law. In most of the core duties, the alignment of the governing body expectations with prevailing education law and other relevant law possible owing to not only the silences and omissions in the law but also the open-ended nature of such law.

Thirdly, the findings of the educator time-use diaries provide a detailed description of what teaching and educating entails in respect of the actual duties and responsibilities performed by middle-class context educators every school day, weekend and holiday. The actual time spent on the various core duties as well as additional comments recorded by educators in their time-use diaries provide evidence that educators who teach at public schools situated in middle-class contexts meet all Government's expectations in respect of the core duties.

Examination of the findings that emerged from the educator time-use diaries in relation to the expectations expressed by members of the school governing bodies indicate that educators, who teach at public schools situated in middle-class contexts, with some exceptions, meet and in some cases exceed the expectations of parents. The implication is that in most cases the school governing bodies' expectations of educators exceed Government's expectations of educators.

Despite this almost complete fulfilment of expectations, the findings show that there are some school governing body expectations, which educators do not meet, particularly in respect of pastoral care duties, namely learner safety and the enrichment of bright learners as part of their teaching responsibilities.

7.8.3 Striking Disparities and Correlations in the Findings

The findings indicate that some disparities or imbalances exist between the expectations expressed by the members of the school governing bodies in relation to the core duties and the actual time and effort educators are putting into the core duties. A specific example I refer to is that of sport. The members of the school governing bodies expressed only one expectation of educators in respect of sport, namely that educators get to know the learners at a different level. At first, this expectation does not appear unreasonable or unattainable. Yet, the findings show that sport is one of the core duties, which scored a very high average and is thus most responsible for the intensification of educators' workloads.

A further example is that of educators' professional development. In this section, the members of the school governing bodies expressed only one expectation. They expect educators to attend meetings, courses and seminars to keep abreast with the most recent developments in education. This expectation too, does not appear unreasonable or unattainable, yet the findings show that this professional duty, which scored a high average, is one of the most significant intensifiers of educators' workloads.

What does this mean? My interpretation is that most parents do not realise that a single, reasonable sounding expectation or request could hold significant implications for educators in respect of the amount of time and effort they need to expend to meet that expectation. Therefore, I claim that there appears to be a certain degree of ignorance on the part of some parents as to the amount of time and effort the various core duties of teaching demand of educators.

One of the most important and striking correlations in the findings emanating from this research and which substantiates my claim, is the recurrence of four of the six sections entitled "Other Responsibilities" in the top three categories. Other Extra-Mural Activities attained a very high average, Other Classroom Management Duties and Other Administrative Duties both attained high averages and Other Teaching Responsibilities attained a medium to high average. This finding holds various important implications for this study. Firstly, it means that the greater part of a middle-class educator's workload consists of duties and responsibilities of which parents and in particular the members of school governing bodies, are unaware. Secondly, parents appear unable to comprehend the full extent and the true nature of a middle-class educator's duties and responsibilities. This lack of comprehension could be particularly prevalent in parents such as P12's tea party mothers, who do not seem to be able to project their expectations beyond their perceptions into the classroom and into the private lives of educators. The reasons for this

disparity could be twofold. Perhaps this indicates a lack of communication between the school governing body and the school management team or that it is a social trait of the middle-class environment.

The findings therefore provide evidence that middle-class educators manage and maintain intense workloads in response to the expectations placed on them by Government, parents and in some instances, themselves. The findings encourage reflection on the way in which workloads affect the private lives of educators and ultimately the quality of education provided by public schools situated in middle-class contexts.

7.8.4 Core Duties that Moved to the Foreground

As expected, teaching lessons was the core duty, which attained the highest average and emerged in the foreground because teaching lessons is the prime core duty performed by educators. Classroom management which according to the findings, appears to be an extremely significant and important core duty, moved to the foreground owing to the very high averages attained by maintaining discipline and creating a positive teaching and learning environment in the educator time-use diaries. Of some concern though, is the fact that maintaining discipline appears to have become a core duty, which demands increasing time and effort on the part of educators. Discipline is also an important consideration in the creation of a positive teaching and learning environment, the core duty on which educators spend the third highest number of hours as shown by the educator time-use diaries.

The teaching responsibilities which attained high to very high averages in the educator time-use diaries and moved to the foreground in response to the expectations expressed by the members of the school governing bodies, include marking learners' work and providing feedback, planning and preparation of lessons, keeping record of learners' assessment and profiles and progress reports to parents. The findings also provide evidence that parents expect educators to assist the increasing number of learners who experience learning problems.

Extra-mural activities, particularly coaching and involvement in sport is the core duty, which conspicuously moved to the foreground owing to the very high average in time and effort it demands from educators employed at schools situated in middle-class contexts. P5 (See § 6.2.2), P11 and P13 (See § 6.2.3) confirm this finding in the interviews. In contrast to educators' involvement in sport, however, fewer educators spend fewer hours on cultural activities, which attained a medium to high average in the educator time-use diaries.

Educators' professional duties, which attained a high average in the educator time-use diaries, moved to the foreground as educators indicated that they spend a great deal of time travelling to venues and attending meetings, courses and workshops for purposes of professional development.

The training of student educators doing their practical teaching experience at the schools in the study area appears to increase educators' workloads significantly as qualified and experienced educators are required to assist and mentor students all day, every day for periods of up to four weeks.

Four of the six sections entitled "Other Responsibilities" moved to the foreground due to their appearance in the top three categories. Other Extra-Mural Activities, Other Classroom Management Duties, Other Administrative Duties and Other Teaching Responsibilities focus the reader's attention on those duties and responsibilities one would possibly least expect of educators but which educators consider important aspects of their job descriptions. These responsibilities demand a great deal of time and effort from educators and therefore significantly intensify educators' workloads.

7.8.5 Core Duties that Moved to the Background

The enrichment of bright learners is a teaching responsibility, which conspicuously moved to the background and appears to be one of the governing body expectations on which educators spend comparatively less time and therefore do not entirely fulfil.

Educators did not pay as much attention to pastoral duties such as scholar patrol duty and bus and gate duty as the members of the school governing bodies expected. Educators spent the least time caring for sick learners and contacting their parents. The day-to-day administrative duties such as handing out newsletters and keeping attendance registers too, were relegated to the background.

Educators' involvement in fundraising and social functions received less prominence and moved to the background. The findings indicate that few public schools scheduled fundraising events and social functions during the two weeks in which educators recorded their time-use diaries, which happened to fall within the first two weeks at the start of the second term. This period also coincided with various public holidays.

7.8.6 Findings in Relation to the Purpose of the Research

The purpose of this research has been to determine the expectations that school governing bodies in middle-class contexts hold of educators judged in the light of prevailing education labour law and other relevant law. Specifically, this study has examined governing body expectations with respect to educator workloads and the degree of alignment or divergence between such expectations and prevailing labour law as it applies to educators. I claim that the findings that emerged from the open-ended questionnaires, the educator time-use diaries and the conversations with principals collectively indicate that the purpose of the research study has been achieved.

7.8.7 Findings in Relation to the Research Questions

Overall, the findings that emerged from the open-ended questionnaires enabled me to answer my primary research question, which reads, “What do members of public school governing bodies expect of educators with respect to educator workloads?” I have provided a detailed account of the type of expectations that members of public school governing bodies situated in middle-class contexts hold of educators in respect of their workloads. Following this, my examination of prevailing education labour law and other relevant law has enabled me to answer my secondary research question, which reads, “What are the rules and regulations governing educator workloads as established in education labour law and other relevant law?” Moreover, I have been successfully able to determine the extent of alignment or divergence between governing body expectations of educator workloads and what is expected within education labour law and other relevant law as it affects the work of educators.

7.8.8 Findings in Relation to the Working Assumptions

At this point, I indicate which of my working assumptions I have been able to either confirm or reject by virtue of the findings.

The findings substantiate the fact that the workloads of educators who teach at middle-class public primary schools are intensifying. The intensification, however, cannot solely be attributed to increases in administrative and extra-mural duties. As I have shown, sport in particular together with professional development duties appears to be the most prominent intensifiers of educators’ workloads.

At this point, I am able to confirm my assumption that members of public primary school governing bodies situated in middle-class contexts tend to hold high expectations of educators although I am unable to prove unequivocally that high expectations intensify educators’ workloads.

Neither am I able to prove that high expectations and increasing workloads lead to high educator attrition and turnover, which negatively affects the quality of education we strive to improve.

From the evidence provided by the findings, I am able to confirm the assumption that prevailing South African education labour law and other relevant law creates a space in which governing bodies are legitimately able to increase the workloads of educators. This is despite the fact that none of the expectations actually diverges from prevailing education labour law and other relevant law. The findings also do not confirm the possibility that governing bodies' use of such space might militate against children's rights to education and even the best interests of children although it does appear to militate against the best interests of educators.

The degree of alignment between governing body expectations of educators and the rules and regulations prescribed by prevailing education labour law and other relevant law does not vary significantly from school to school. The degree of alignment is uniform in public schools situated in middle-class contexts.

The types of school governing bodies operating in public schools situated in middle-class contexts do not, as first assumed, precisely fit the descriptions contained in Creese & Earley and Roos' models. Most of the middle-class context school governing bodies appear to be a combination of Creese & Earley's partners, abdicators and adversaries, in this specific order. None of them fit the description of the supporters club. Similarly, the governing bodies that participated in this study accurately fit three of the categories expounded by Roos in his model. They may be described as a combination of people working in the spirit of the legislation and creating new relationships between parents and school managers. Yet, at the same time, they operate according to a corporate discourse and see themselves as boards of control. None of the school governing bodies could be described as being "traditional".

7.9 Reasons for Intensification of Educators' Workloads

In this section, I present the possible reasons for the intensification of educators' workloads as evidenced by the research findings.

7.9.1 Contextual Implications of Decentralisation

The literature I reviewed (See § 2.3.1.1) confirms that parents in different contexts have responded to decentralisation in education in different ways. The findings that emerged from the open-ended questionnaires in relation to educators' involvement in fundraising activities indicate that

middle-class parents' expectations of educators are driven by marketisation and managerialism, since most responses referred to the need for schools to be managed as businesses.

Societal pressures, such as marketisation and managerialism that emerge in middle-class contexts appear to link with and support the high value that middle-class parents attach to education, teaching and learning. Roos describes the members of school governing bodies situated in middle-class contexts as business people and professionals, such as lawyers and accountants. These parents are aware of the crucial role quality education plays in securing a prosperous career and successful future adult life for their children. As Roos points out, "Middle-class parents, as any sociology textbook will make clear place a great deal of store in the process of education" (2004:55).

Consequently, it is possible that many of these parents expect above average service delivery from educators and good value for money in exchange for their payment of tuition fees. Chan & Mok (2001:30) claim that one effect of the tidal force of managerialism and the wave of marketisation is closely related to the heightened concern for the quality of services. A strong probability exists that middle-class parents may hold the misconception that regular payment of tuition fees absolves them from further responsibility for their children's education. They subsequently tend to shift responsibility directly onto the school and educators.

7.9.2 School Governing Bodies' Understanding of the Roles and Functions Described in Section 20 of SASA

The evidence obtained by the high averages educators recorded in the time-use diaries for the core duties entitled "Other" confirms that educators performed duties that parents did not expect. Therefore, parents cannot lay claim to an in-depth knowledge of the teaching profession. Despite the fact, that many middle-class parents and members of governing bodies may be intelligent, highly qualified, professional people such as medical practitioners, attorneys and corporate people, who may be experts in their disciplines, they are not qualified educators and need to be discouraged from interfering intentionally or unintentionally in the professional management of the school. Their valuable contributions need to be restricted to school governance and the roles and functions of school governing bodies described in Section 20 of the South African Schools Act, No 84 of 1998.

7.9.3 Proliferation of Sport and Professional Development Duties

The findings emerging from the open-ended questionnaires, educator time-use diaries as well as from the interviews with principals point to sport and professional development as the core duties, which demand a great deal of educators' time and appear to militate most on educators' private lives.

7.9.4 Proliferation of Other Responsibilities

As discussed in a previous section (See § 7.8.4), four sections entitled "Other Responsibilities" moved to the foreground due to their appearance in the top three categories. Other Extra-Mural Activities, Other Classroom Management Duties, Other Administrative Duties and Other Teaching Responsibilities focus the reader's attention on those duties and responsibilities one would possibly least expect of educators but which educators consider important aspects of their job descriptions. These responsibilities demand a great deal of time and effort from educators and therefore significantly intensify educators' workloads.

7.9.5 Differences in Understanding of Professionalism

I view the following response as a core finding since it provides evidence of the manner in which different people from different contexts perceive and understand professionalism. Differences in the interpretation of the meaning of professionalism may underpin people's expectations of educators:

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

One of the recommendations flowing from the findings of the Educator Workload in South Africa Report is that role players need to "emphasise the role of educators as educators" (2005:xiv). The findings indicate that middle-class parents and educators' attention may be drawn to the fact that teaching is a profession, which focuses on teaching and learning as a top priority. This may be a fundamental measure required to avoid the role conflict described by Naylor (2001:4) in a study by Gallen et al. (1995b, p.55). The findings that emerged from the educator time-use diaries confirm Gallen's role conflict theory. Some parents in middle-class contexts expect educators to be, among others, cleaners, decorators, counsellors, social workers, fund-raisers, sports coaches, public relations officers and entertainers. Since members of school governing bodies

attach equal importance to these roles and regard all of them as priorities, educators are constantly pressed for time and often need to make difficult choices and constantly work under pressure.

The findings that emerged from the educator time-use diaries confirmed Hargreaves' claim that many of the demands and expectations in teaching seem to come from within the educators themselves (1992:94). Middle-class educators do indeed appear to drive themselves with almost merciless commitment in an attempt to meet the high expectations of parents and the extremely high standards they set for themselves. Hargreaves' observation that in some cases work can become almost an obsession apparently rings true for most educators teaching at public schools situated in middle-class contexts.

7.9.6 Management and Leadership Style of the Principal

The most unexpected yet significant finding emerging from my interviews with school principals is that the management and leadership style of the principal in respect of the members of the school governing body plays a pivotal role in the type of expectations parents hold of educators. A principal who clearly demonstrates a convincing and influential leadership style, such as P2, will not permit interference from parents in the professional management of the school but at the same time, not alienate them in any way. Yet, the findings emerging from the interviews with principals indicate that some principals appear to have unwittingly become "parent pleasers" and permit parents, to a greater or lesser degree, to interfere in the professional management matters of the school without due consideration for the implications it may hold for the educators and learners.

7.10 Forces that Appear to Drive Parents' Expectations of Educators

In this section, I appraise the integrated findings emerging from the open-ended questionnaires, educator time-use diaries and interviews with principals in an attempt to answer the pertinent questions I previously posed (See § 4.3). The purpose of this discussion is to identify and understand the forces that appear to drive the governing bodies' and parents' expectations of educators.

a) Do parents depart from the point of view of their own best interests?

I was unable to find substantial evidence in the findings that would suggest that parents' expectations of educators depart from the point of view of their own best interests.

One exception, namely the response of GB9, may hint at this parents' apparent inability or unwillingness to spend time with the child and assist with homework or revision at home:

- *Must be understandable for the children and **such that I do not have to redo it at home** (GB9).*

This response may be interpreted as that of a parent who is acting more within his/her own best interests than in the interests of the child. This parent would possibly hold high expectations of educators in much the same way as the participants who responded thus:

- *Teaching lessons must be done accurately and correctly as expected from a professional educator (GB3).*
- *The above areas are educators' primary functions. They have been trained and **must succeed** (GB1).*

b) Do parents depart from the point of view of their children's best interests?

The findings that emerged from the open-ended questionnaires and educator time-use diaries provide strong evidence that almost all the parents in the sample depart from the point of view of their children's best interests.

The participants' responses to the core duties specified in the open-ended questionnaires as well as the comments of some principals suggest that parents from middle-class contexts appear to hold equally high expectations of educators in respect of almost all the core duties.

A possible explanation for parents from middle-class contexts' high expectations of educators may be that these parents may be well aware that a educators' fulfilment of the core duties, or neglect to do so, may directly or indirectly influence not only the quality of education children receive at school but also the academic, psychological, physical and social development and well-being of children.

The participants' responses evidenced particular emphasis on all the aspects of teaching, maintaining discipline, creating a positive teaching and learning environment, educators' involvement in sport, pastoral duties to ensure learners' safety and the professional development of the educator. The findings indicate, therefore, that most parents in the sample expect the school in general and educators in particular, to deliver the type of teaching and learning that will ensure the holistic development of the child. In other words, one may make the deduction that parents view their children's interests as paramount and expect educators not only to instruct but also to educate their children and furnish them with all the knowledge and skills they need to prepare them adequately for the future.

The following responses seem to reflect the degree of importance middle-class parents attach to the progress of their children:

- *If my child were to encounter difficulties, as a parent, I would want to be informed immediately what is wrong and I would like the educator to show sympathy and empathy for the problem. He/she could refer me to an expert who could assist me or the educator could show me ways in which I as parent could assist my child (GB5).*
- *The progress of our children is extremely important to us as parents and we appreciate feedback from the educators (GB12).*

These responses may provide a second possible explanation for middle-class parents' high expectations of educators. In the review of the literature, Roos advocates that many middle-class parents generally appear to be professional people who are well educated. I would therefore assume that professional people might expect their children to be exposed to the same high standards of education as they received. Roos' comment seems to support my assumption:

Middle-class parents, as any sociology textbook will make clear, place a great deal of store in the process of education. (2004:55) (See § 1.3.5).

A further factor that could possibly drive parents' expectations of educators may be explained by the scholarship of Dinham & Scott (2000:7) who found that there appear to be "increased expectations placed by society on schools and educators to solve the problems society seemed unwilling or unable to deal with".

In other words, parents appear to be shifting their fundamental child-rearing duties and responsibilities to schools and educators. One of the areas in which schools and educators appear to be trying to solve the problems society seems unable to deal with, is that of learner discipline.

The findings in respect of maintaining discipline that emerged from the educator time-use diaries indicate that educators need to discipline learners throughout the school day and consequently spend a great deal of time on this core duty. These findings link directly with the findings that emerged from the open-ended questionnaires, which indicated that parents hold high expectations of educators in regard to discipline:

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

The participants' responses to the open-ended questions focusing on pastoral duties also provide very strong evidence that almost all the parents in the sample have their children's best interests at heart particularly in respect of the children's safety at school. Most parents voiced concern about safety issues at school gates, crossing busy roads and discipline on the playground.

The findings that emerged from the open-ended questionnaires unequivocally provide evidence that middle-class parents depart from the point of view of their children's best interests and expect educators to fulfil all their roles, duties and responsibilities as diligently and professionally as possible. The findings that emerged from the educator time-use diaries indicate that educators who teach at middle-class public schools fulfil most of their roles, duties and responsibilities as diligently and professionally as possible and are meeting, and in some cases exceeding, parents' expectations.

c) Do parents have the welfare of the school and the educators in mind?

The findings that emerged from empirical studies conducted by Dinham & Scott (2000:8-9) and which I reviewed in the literature review (See § 2.3.1) indicated that, "The community was perceived as being more critical and less appreciative of educators and schools".

Some of the findings that emerged from the open-ended questionnaire in this study appear to confirm Dinham & Scott's findings and suggest that some of the parents who participated in this study do not always have the welfare of the school and educators in mind. The following responses to the open-ended questionnaire appear to confirm Dinham & Scott's findings that the community is perceived as being more critical and less appreciative of educators and schools:

- *Educators, please do not come to class with your personal problems. Always be consistent, friendly, faithful and fair (GB5).*
- *Identify and penalise lazy educators (GB9).*

In contrast to the above responses, a number of findings arising from the open-ended questionnaires confirm that a number of parents who participated in this study certainly consider the welfare of the educators and the school, as evidenced in these responses:

- *Educators need to be happy at all times. A happy educator nurtures happy learners and happy learners achieve (GB4).*
- *Parents, make friends with your child's educators. They are doing their best. Do not criticise the educators and the school (GB5).*
- *Educators ought to be paid extra for the long hours they spend on the sports field in wind and weather (GB13).*

- *Only if educators have the time. Instruction comes first. Parents can be involved in coaching (GB18).*
- *The educators who have the necessary expertise must be encouraged and should be given outside support where necessary (GB8).*
- *The load on educators is already heavy. This ought to be the parents' responsibility under guidance of the PTA (GB8).*
- *Educators must focus on instruction (GB15).*
- *Parents must be involved. **Educators have too much work** but may attend if they wish (GB13).*

However, the findings provide strong evidence that middle-class parents' expectations of the school and educators surpass their concern for the welfare of the school and educators.

d) Are parents able to link their expectations to the implications for the private lives of educators?

The findings that emerged from the educator time-use diaries provide strong evidence that middle-class parents are either intentionally or unintentionally unable to link the implications of their expectations to the private lives of educators. (See § 7.8.3).

e) Are parents able to extricate themselves from their own and their children's needs to think of the best interests of the entire school, the school community and even the country?

There is a possibility that the following response may mirror some of the participants' attitudes in respect of the best interests of the entire school, school community and even the country:

- Certain careers are a **calling**, not a job. Teaching is one. I expect educators **to put everything in**, to efficiently prepare the country for the future. (GB18).

7.11 Conclusion of Chapter Seven and Preview of Chapter Eight

In Chapter Seven, I compared and integrated the findings that emerged from the analysis of prevailing education labour law and other relevant law, the open-ended questionnaires, educator time-use diaries and interviews with principals. The comparison and integration of the findings enabled me to pinpoint the core duties that moved to the foreground and those which moved to the background. I was able to explain my findings in relation to the purpose of the research, the research questions and the working assumptions. I also presented the possible reasons for the intensification of educators' workloads as evidenced by the research findings. In Chapter Eight, I present an overview of my conclusions and recommendations.

CHAPTER EIGHT

CONCLUSIONS AND RECOMMENDATIONS

8.1 Introduction

In Chapter Eight, I present a brief overview of the research findings from which I draw my conclusions and propose recommendations for the improvement of practice and further research. I furthermore present evidence for the significance and unique contribution of this research to the present scholarship. My final comment rounds up the research.

8.2 Overview of Research Findings

The findings that emerged from the open-ended questionnaires completed by members of public school governing bodies, the time-use diaries recorded by educators and interviews with principals together with my analysis and examination of prevailing education labour law and other relevant law consistently show that educators' workloads have intensified. There appears to be a variety of factors, which singularly and collectively contribute to the intensification of educators' workloads. These include the contextual implications of decentralisation, managerialism and marketisation on the governance and management of public schools, school governing bodies' understanding of their roles and functions in respect of school governance, differences in the understanding of professionalism, proliferation of certain duties and responsibilities of educators and the management and leadership style of the principal.

8.3 Conclusions Drawn from Research Findings

The findings provide conclusive evidence that the contextual implications of decentralisation, managerialism and marketisation on the governance and management of public schools has resulted in school governance and management according to a corporate discourse. A corporate discourse demands a corporate approach, which has significantly influenced the manner in which members of school governing bodies in middle-class contexts view and understand their roles and functions in respect of school governance. Furthermore, the manner in which educators view their own roles as professionals may result in differences in the understanding of professionalism. Overly conscientious educators may themselves be responsible for the proliferation of certain duties and responsibilities and consequently contribute to the intensification of their own workloads. In addition, the management and leadership style of the

principal may contribute to the intensification of educators' workloads. Moreover, the open-ended nature of prevailing education labour law and other relevant law allows legitimate space for individual and contextual interpretation and implementation and is therefore a prominent factor contributing to the intensification of educators' workloads. One of the recommendations flowing from the findings of the Educator Workload in South Africa Report (2005:xiv) and which supports my conclusion, is that Government needs to "Align different policies with respect to instructional time, such that clarity is achieved around how much time educators are expected to spend teaching". I also believe that Government's expectations in terms of the total time educators spend on core duties need to be redefined and clarified.

8.4 Recommendations

In this section, I state my recommendations regarding the improvement of practice in relation to further empirical studies and scholarship on educators' workloads.

8.4.1 Recommendations for the Improvement of Practice in Research on Educators' Workloads

The Western Cape Education Department's regulations regarding scientific research and fieldwork prohibit scholars from conducting research at a public school during the first and fourth terms of the academic year. In adherence to this regulation, I conducted my fieldwork and data collection during the second and third terms of the academic year. Many public holidays also fall within this period. I unfortunately did not consider the possibility that public holidays might interfere with the recording of the educator time-use diaries and influence the data and findings, which emerged from them. I therefore wish to draw future researchers' attention to the probability that the time of year during which they conduct fieldwork and collect data may yield results and findings, which will significantly differ from my research results and findings. Naturally, different contexts will also yield dissimilar results.

I recommend that researchers who intend conducting follow-up studies should specify the period and dates in which educators need to record the time-use diaries so that all participating educators record their diaries at precisely the same time. Researchers must ensure that educators complete the time-use diaries for a longer period. Two weeks was not sufficient time to gain a completely representative and realistic picture of the type of duties and responsibilities educators actually perform. A period of approximately one full term may yield more accurate and reliable findings. Ironically, the Western Cape Education Department prohibits

researchers from collecting data during the first and fourth terms as they are the two busiest terms. If researchers are only permitted to collect data during the second and third terms, which are comparatively “quieter”, they may never be able to conduct reliable empirical research into educators’ workloads. I offer the comments of E4 and E28 in support of my recommendations:

- *This time-use diary is not completely representative of the actual nature of our work and the time we spend on various duties because we only spent two weeks recording it. It may happen that we have to attend a camp of 3-5 days that will take place shortly after the two weeks have elapsed. At these camps, we are on duty all day and night (24 hours). Furthermore, carnivals, etc, etc, etc, are often held later in the term. Likewise the 5 (five) sports days that are held on Saturdays during the winter months (E4).*
- *A few of these categories happen at different times of the term. Just before I started filling in the times, we had just finished a fundraising project therefore this is not an accurate representation of our time and what we do. Culture involvement had also just finished two weeks before this as we had our cultural evening and many hours went into that. An assessment of this kind should be done over a longer period (E28).*

8.4.2 Recommendations for Further Research and New Scholarship on Educators’ Workloads

I wish to state four recommendations for further research on educators’ workloads, which are likely to contribute significantly to the existing scholarship and provide new scholarship. Firstly, I recommend that empirical researchers explore the most prominent factors, which according to educators, contribute most significantly to the intensification of their workloads. Secondly, a need exists for researchers to conduct research on the effects of sport and professional development on the workloads of educators. Thirdly, it could prove interesting and meaningful to explore the factors that drive the expectations of parents and members of school governing bodies within different contexts. Finally, researchers interested in comparative studies may conduct similar research on governing body expectations and educators’ workloads in different socio-economic contexts.

8.5 The Significance of this Research

The significance of this research lies in the possibility of its contribution to new scholarship based on the types of expectations that parents, particularly those who are members of public school governing bodies in middle-class contexts, hold of educators in respect of their workloads. The significance of this research furthermore rests on findings, which provide evidence that educators’ workloads have intensified in response

to the heightened expectations of parents, differences in the conceptual understanding of professionalism, marketisation and managerialism arising from decentralisation and the principal's leadership style.

Moreover, this research has provided strong evidence from three data sources that the open-ended nature of prevailing education labour law and other relevant law, together with omissions and silences, allows legitimate space for individual and contextual interpretation and implementation and is therefore the most prominent factor contributing to the intensification of educators' workloads.

8.6 The Unique Contribution of this Research

This research has focused on the middle-class, reasonably affluent contextual setting of public schools at which many South African educators teach. The scope of available literature and scholarship based on empirical studies conducted on teaching in this context appears to be limited. A possible explanation for this trend may be that there appears to be a more pressing and urgent need for scholars to conduct research on conditions hampering the delivery of quality education in many of South Africa's struggling schools, and justifiably so.

8.7. The Necessity for this Research

I consider the following statement by Roos in the Review of School Governance (Soudien, Department of Education, 2004:99) (See § 1.3.4) as the most compelling factor for the necessity of this research:

Troubling though, are the school governing bodies, particularly in ex-HOA schools, but also in other schools, where the professionals have seized control of the schools and have begun to dictate to the educators how they should manage their professional responsibilities. This is not acceptable and calls for urgent attention. (Soudien, Department of Education, 2004:99).

Despite the fact that there appears to be a more pressing and urgent need for scholars to conduct research on conditions hampering the delivery of quality education in many of South Africa's struggling schools, researchers need to monitor trends and tendencies in schools, which appear to be faring well. Researchers ought not to be tempted to equate financial prosperity with quality education. They ought not to assume that public schools in middle-class or relatively affluent contexts are immune to changes in societal conditions and values. Researchers need to take cognisance of the possibility that increased governing body expectations

of educators, which contribute to intensification of educators' workloads, may in future negatively affect the delivery of quality education even in relatively affluent, middle-class contexts. Despite the fact that the majority of school governing bodies in middle-class contexts comprise professional people, their apparent prescribing to educators on how they should manage their professional responsibilities could hold critical consequences for education in middle-class contexts.

As I have shown, the Educator Workload in South Africa report conducted by the Human Sciences Research Council (HSRC) for the Education Labour Relations Council (ELRC) states that,

“Either policy is out of line with realities or that demands on educators are so extreme that the overall effect is for work to be less well managed and less effectively done than it could be” (2005:xiii).

Moreover, it encourages further research into educator workload in South Africa by stating that,

“More research can also be done to establish the relationship between internal and external accountability regimes and alignments in South African schools” (2005:xiv).

8.8 Implications of this Research for the Future

The findings emerging from this research hold significant implications for the future of education, particularly in respect of trends like centralisation. The weighted participation approach to decentralisation confers more rights on some people within decision-making structures, than others. The question posed by the Report of the Ministerial Review Committee is why parents should have a stronger say in school governance than the educators, who are professionals. “The conflicts concerning the meaning and scope of governance as opposed to the meaning and scope of professional management, are emblematic of these difficulties” (2004:43).

The Review of School Governance (Soudien, Department of Education, 2004) furthermore comments on the composition of school governing bodies of urban schools:

Different kinds of struggles arise in urban school governing bodies where different social forces are at work, as parents and educators, more so in the more established and economically stable areas, struggle for ascendancy about the nature, form and content of the education processes. Struggles for

ascendancy and the desire to have an impact on decisions, to be influential and to take control, become evident. Since the status accorded to governors in urban areas is one of prestige and recognition, parents vie for governing body positions, in an attempt to gain power and influence over others (2004:49).

The possibility exists that parents who serve as members of public primary school governing bodies in middle-class contexts need to claim the same prestige, recognition and status for the schools they serve, as they do for themselves, which may also account for the high expectations they hold of educators.

8.9 Final Comment

The findings of this empirical research have provided conclusive evidence that parents who serve as members of public school governing bodies in middle-class contexts hold high expectations of educators. The findings furthermore indicate that educators' workloads have intensified in response to high parental expectations. This begs the question, "To what extent will educators in future be able to respond to even greater parental expectations in regard to educator workloads? Will this trend continue or will policy writers intervene"?

CHAPTER NINE

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