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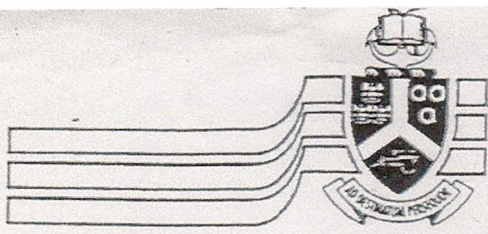
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APPENDIX A



Universiteit van Pretoria



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

University of Pretoria
Faculty of Education
School of Teacher Training
Groenkloof Campus
C 204 Aldoel Building
Pretoria
0002

Professor C.R.M. Dlamini
Chief Executive Officer
KZN Department of Education & Culture
ULUNDI

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

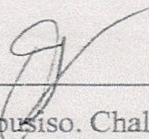
I hereby wish to request permission to conduct research towards doctoral studies. I am a student at the State University of New York at Buffalo (SUNY-Buffalo) in pursuit of a PhD degree in Educational Leadership and Policy and am currently employed at the University of Pretoria as a lecturer.

The purpose of the study is to explore the kind of challenges that school managers in South Africa (particularly principals) face under the new dispensation, and to ascertain the extent to which principal training meets the schools' and principals' needs given the changed conditions that exist in the country. Entitled "The Efficacy of Administrator Preparation Programs", the study further looks into the nature and scope of 'administrator / principal preparation programs' in SA and principals' perspectives on the impact of these programs on their management practices.

Individual interviews of not more than 30 minutes will be conducted with school managers outside of their normal working hours. Information gathered will be treated anonymously and confidentially and will be used for academic purposes only. The results of this research will be shared with the Department of Education & Culture.

For any further information or clarification, feel free to contact me at: 082 959 3640 or via e-mail at: schalufu@gk.up.ac.za

Thanking you in anticipation of your favourable response.



J. Sibusiso. Chalufu

APPENDIX B



HEAD OFFICE

INHLOKO HHOVISI

HOOFKANTOOR

Address: 2nd Floor
Ikhehli: Administration Building
Adres: King Dinizulu Highway

Private Bag: Private Bag X04
Isikhwama Seposi: Ufundi
Privaatsak: 3838

Telephone
Ucingo: 035-8743608
Telefoon:
Fax: 035-8743593

Enquiries
Imibuzo:
Navrae: PROF C.R.M. DLAMINI

Reference:
Verwysing:

Date:
Datum: 23-09-2002

Mr J.S. Chalufu
University of Pretoria
Faculty of Education
School of Teacher Training
Groen Kloof Campus
C 204 Aldoel Building
PRETORIA
0002

Dear Mr Chalufu

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

You are granted permission to conduct research subject to the following conditions:

- (i) Interviews with the school managers/official will be conducted outside of their normal working hours such that there is disruption of learning and teaching.
- (ii) Information gathered be treated anonymous confidentiality and will be used for academic purpose only.

Yours sincerely

PROFESSOR C.R.M. DLAMINI
CHIEF EXECUTIVE OFFICER

APPENDIX C

RESEARCH INSTRUMENTS

KWAZULU-NATAL SCHOOL PRINCIPALS' PERCEPTIONS OF THE PRACTICAL RELEVANCE OF FORMAL EDUCATION MANAGEMENT DEVELOPMENT PROGRAMMES

INSTRUMENT # 1: INTERVIEW PROTOCOL – SCHOOL PRINCIPALS

1. BIOGRAPHICAL INFORMATION

- 1.1 Name of informant (*Guarantees of anonymity will be offered to the informant as stated in the Informed Consent Form*)
- 1.2 Race
- 1.3 Gender
- 1.4 Age (*or general age bracket, e.g., mid-40s, if the informant is not comfortable with divulging his / her age*)
- 1.5 Former Department of Education of the school (*ex-DET, ex-HOR, ex-HOD, ex-HOA*)
- 1.6 Number of years spent as a full-time teacher
- 1.7 What other positions have you held before, besides being a teacher and a school principal?
- 1.8 Number of years spent in school management (*HoD, Deputy Principal, Principal / Acting positions*)
- 1.9 Number of years in the current position
- 1.10 Number of years in the present school
- 1.11 Total number of years in the teaching profession
- 1.12 Size of the school (*total number of students*)
- 1.13 Percentages of different races of students
- 1.14 Percentages of different races of teachers
- 1.15 Location of the school (*urban, semi-urban, suburban, rural, informal settlement*)

2. EDUCATIONAL QUALIFICATIONS

- 2.1 Highest school qualification
- 2.2 Post-school / Post-Matric qualification (*3-year teacher's diploma, 3-year degree, 4-year teacher's degree*)
- 2.3 Name of the qualification and field of specialisation (*major course(s)*)
- 2.4 Institution where the above qualification was obtained
- 2.5 Post-degree / post-diploma qualification and field of specialisation (*major course(s)*)
- 2.6 Institution where the above qualification (*post-degree / post-diploma*) was obtained



- 2.7 Do you have a Masters degree? If so, in which field of specialisation?
- 2.8 Institution where the above qualification (*Masters degree*) was obtained
- 2.9 Do you have a Doctoral degree? If so, in which field of specialisation?
- 2.10 Institution where the above qualification (*Doctorate degree*) was obtained
- 2.11 Have you attended any short courses / seminars / workshops / certificate programme / conference recently? What was it all about (*area of focus*) and who provided it (*provincial or national Department of Education, private provider, higher education institution*)?

3. INFORMATION ABOUT THE ENVIRONMENTS IN WHICH PRINCIPALS OPERATE AND THE LEADERSHIP AND MANAGEMENT DEVELOPMENT PROGRAMMES

- 3.1 What are the most vexing / difficult problems or challenges that you have to deal with presently in your position as the school principal? Please give at least two examples to illustrate your point.
- 3.2 Were you a school principal prior to 1990? If so, do you perceive your job as a principal as having changed in the post-apartheid era? In what ways?
- 3.3 If you have been a principal prior to 1990, what changes have you observed in the management of your school in terms of the challenges that you dealt with then (pre-1990) and the challenges that you are dealing with now (post-1994)? What do you attribute these changes to?
- 3.4 Are there any of the new educational reforms that you have problems implementing in your school? If so, what are they and why do you think it is difficult for you to implement them? What kind of training do you think you would need in order to implement these reforms successfully?
- 3.5 Do you feel adequately prepared to deal with the post-apartheid conditions that prevail in your school presently? Do you feel adequately prepared to deal and manage change in your school?
- 3.6 For which aspects of your job as a school principal do you feel least prepared?
- 3.7 What are your greatest professional needs currently? How do you think these professional needs can be fulfilled?
- 3.8 What did you learn in your leadership and management programme that prepared you to deal with the challenges you identified earlier? Are there any aspects of your training that you can cite that you feel prepared you adequately for these challenges? Please provide specific examples of the training programme that you undertook and indicate the manner in which aspects in the programme have assisted you.
- 3.9 What parts of your leadership and management training programme have proven to be the most useful to you on your job as a principal?



- 3.10 In your experiences, were there any efforts in your preparation to link your training to the possible conditions that exist in schools? If so, how? Can you provide examples to illustrate your response?
- 3.11 Did your leadership and management training programme include any practical experiences or field-based learning opportunities (e.g., internship programme, shadowing, etc.)? If so, did you find these practical experiences useful in terms of your own practice as a school principal? How?
- 3.12 What changes, if any, would you make in the leadership and management training programme for school principals?

INSTRUMENT # 2: INTERVIEW PROTOCOL – FACULTY STAFF AND HEADS OF DEPARTMENTS

- 1.1 Highest academic qualifications and institution(s) where obtained? Do you have any professional qualification? Other qualifications?
- 1.2 Prior to becoming a lecturer, what position(s) did you hold (*school teacher / head of department in a school / deputy principal in a school / school principal / district official / provincial department official / other*)? For how long were you in this / these position(s)?
- 1.3 For how long have you been in the current position?
- 1.4 For Heads of Departments: what is your staff complement?
- 1.5 What programme(s) do you offer in so far as the training of school principals is concerned? How are these programmes structured? What kind of courses or modules are school principals required to register for?
- 1.6 Do you have any selection and recruitment procedures that you use to attract potential students? What are the selection criteria that you use in your programme? Are there any clearly articulated standards for entry into the programme?
- 1.7 What do you see as the objectives of your leadership and management training programme? In other words, when school principals complete the programme, what are the critical skills, knowledge and attitudes that you want them to have acquired?
- 1.8 What kind of instructional approaches do you or your department employ in so far as the delivery of your programme is concerned (*seminars / lectures / student presentations / use of portfolios / etc.*)?
- 1.9 Does your programme offer any practical experiences or field-based learning opportunities for the school principals? If so, how are these opportunities structured, what is their duration and where in the programme do they feature? If not, why are these opportunities not provided?
- 1.10 In your programme, are there any efforts to link the training to the possible conditions that exist in schools? If so, how is this done? If not, why is this not done?
- 1.11 Given the changed conditions under which school principals have to operate, to what extent does your programme place emphasis on managing change and reforms?



- 1.12 What role, if any, do experienced, practicing school principals play in the design, construction and delivery of the leadership and management training programme that you offer?
- 1.13 Other than the lecturers who teach in the programme, are there any other experienced individuals who are brought in as guest lecturers in order to facilitate the learning process (*e.g., labour experts, provincial department officials, international experts in different fields*)?
- 1.14 Do you feel that your programme adequately prepares school principals to deal effectively with the conditions that exist in schools in this post-apartheid era?
- 1.15 What changes would you like to see in so far as your leadership and management training programme is concerned? Are there any plans to effect these changes in the short to medium term?

INSTRUMENT # 3: INTERVIEW PROTOCOL – PROVINCIAL AND NATIONAL DIRECTORS OF THE EDUCATION MANAGEMENT DEVELOPMENT DIRECTORATES

- 1.1 For how long have you been in the current position? Prior to this position, what did you do?
- 1.2 What would you say is the Department's (*Provincial / National*) policy for education management development (EMD)?
- 1.3 What is your Directorate's broad strategy for EMD?
- 1.4 Are the leadership and management programmes that are offered by universities (at a national level / provincial level) in any way standardized? If so, how? If not, why? Does it concern you that there is no standardisation (if they are not standardised)? Are there any plans in the near future to ensure standardisation of these programmes?
- 1.5 It's been more than five years since the Task Team on Education Management Development (1996) made a number of recommendations, including the establishment of a National Institute for Education Management Development; what are your views regarding these recommendations and why do you think they have not been implemented more than five years down the line?
- 1.6 What are the major aspects of the leadership and management programmes that you consider to be critical in the training of school principals?
- 1.7 What do you see as the role of universities in the provision of training programmes for school managers?
- 1.8 What do you see as the impact of university-based leadership and management training programmes in the practices of school principals in particular, and the effective management of schools in general?



APPENDIX D

