

UNIVERSITY OF PRETORIA

The experiences of senior educators in the quality assurance of head of departments' teaching materials

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**The experiences of senior educators in the quality assurance of head of
departments' teaching materials**

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DECLARATION

I, Mampshe Mashao Frank, declare that this min-dissertation “The experiences of senior educators in the quality assurance of head of departments’ teaching materials” represents my own unaided work. I therefore confirm that all documents used or quoted have been specified and acknowledged by means of complete references.

.....
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ABSTRACT

Research has shown the importance of the inspiration and experience offered by senior educators in creating successful schools and enhancing the effective and efficient management of the teaching materials used in the school. Due to the diversity and complexity of school management, theorists, policymakers and practitioners acknowledge the crucial role of senior educators' values and their influence on the management of schools and the communities. According to Murphy (2002:176) suggested that in searching for new foundations for understanding the role of the senior educator, three metaphors are used to describe him/her: the curriculum steward, the educator or teacher leader, and the community or school builder

For the purpose of this qualitative study, the focus was on exploring the experiences of senior educators in the quality assurance of head of departments' teaching materials that are meant to meet the standards of quality education as outlined in the assessment framework policy documents. The researcher used the metaphor as one of the lenses through which to study the senior educators who are declared part of the School Management Team. The term 'senior educator' emerged after the implementation of the Occupational Specific Dispensation (OSD), which categorises serving educators in terms of their teaching experience as outlined in Resolution 5 of 2006 accepted by the Education Labour Relation Council (ELRC).

A qualitative study using an interpretive, qualitative multiple studies were applied to explore the experiences of senior educators when requested to evaluate and moderate the teaching materials of HODs in the primary school. The following themes were considered as part of the investigation: Restructuring of education; challenges experienced by senior educators; the roles of senior educators; educator leadership; inclusive management; and the distribution of responsibility among educators. By sharing the experiences of the senior educators as found in this study, the study could serve as a valuable resource and lead to similar studies that could enhance the sharing of leadership experiences of senior educators to establish successful schools that produce quality education. The roles of the senior educators include the moderation of the teaching materials used by fellow educators; quality assurance of the work of educators; class visits; monitoring, evaluation and support of other educators; and

organisation of departmental meetings and school-based workshops of the subjects assigned to them by the management of the school.

Primary schools in South Africa experience problems when senior educators are to quality assure the teaching materials used by HODs, due to the fact that the latter may assume that the superior status of their position will shield them against criticism from senior educators. Even though these problems usually do not lead to a hostile relationship, they have an effect on the content depth of the curriculum taught to learners. The problems between senior educators and HODs emanate from their shared responsibility and accountability for curriculum management in relation to content depth; the alignment of the subject content taught with the curriculum pace setters; adherence to the assessment framework and pace setters; reporting to parents on the progress of learners, and communication with other stakeholders. All of these matters speak to the quality assurance of the work of educators in the school.

KEY TERMS

Quality assurance, curriculum, accountability, responsibility, senior educators

ACRONYMS

ANA	:	Annual National Assessment
CPD	:	Continuous Professional Development
EEA	:	Employment of Educators Act
ELRC	:	Education Labour Relations Council
HOD	:	Head of Department
IQMS	:	Integrated Quality Management System
NEPA	:	National Education Policy Act
OSD	:	Occupational-Specific Dispensation
PAM	:	Personnel Administrative Measures
SASA	:	South African Schools Act
SMT	:	School Management Team

CHAPTER 1: INTRODUCTION

1.1 Introduction

Since 1994 there have been radical changes in South African schools because of globalisation. Naicker and Mestry (2011: 100) are of the notion that “the globalisation period was marked by its borderless world through information and communication technology, where changes become more prominent in education”. The changes included technological shifts, the decentralisation of power, responsibility and accountability, and parental and societal involvement.

The introduction of new legislation such as the National Education Policy Act, No. 27 of 1996 (NEPA), the South African Schools Act, No. 84 of 1996 (SASA); the Personnel Administrative Measures (PAM), the Employment of Educators Act, No. 79 of 1998 (EEA) and other provincial legislative frameworks also contributed actively towards these radical changes. It is a fact that the globalisation period has altered the teaching profession setting. As a reality and truth, this needs to be accepted not only by educators but also by all school administrators.

In their studies conducted in Singapore, Australia, Canada and the USA, Leithwood, Jantzi, Earl, Watson, Levin and Fullan (2004: 59-63) supported the opinion that distributive leadership practices were related to the decentralisation of the powers previously held by school management among staff members with relevant expertise. These changes contributed to the difficulties experienced in schools in relation to the responsibility and accountability of educators in teaching, even in countries such as America. Marishane and Botha (2004: 96) suggest that, in the United States of America, the decentralisation of power led to the improvement of information, knowledge and skills in the teaching fraternity. According to Steyn (2002:264) South African principals experience heavy workloads of management and administration and they need to share these responsibilities with experienced educator.

This situation culminated to the formation of School Management Teams (SMTs), which are responsible for the management and administration of the school. SMTs are among others composed of the principal, deputy principal, heads of department (HODs) and senior educators.

Mestry and Singh (2007:478) posit that the principal's role is expanded and involves not only management, but also control of the educational activities of educators. Therefore, in terms of PAM, these responsibilities are to be distributed among HODs and senior educators, specifically with regard to the quality assurance of teaching materials. Senior educators and HODs are directly responsible for managing the curriculum in schools.

One of the most challenging problems that exist in our schools involves the quality assurance of the work of the HODs by senior educators. 'Senior Educator' is a new concept that emerged recently with the implementation of the Occupational Specific Dispensation (OSD) which categories serving educators in terms of their teaching experience as outlined in Resolution No. 5 of 2006 of the Education Labour Relation Council (ELRC). Through the recognition of experience, educators who were elevated to the status of senior educators became eligible for inclusion in the School Management Team (SMT). The eligibility of the senior educator in the SMT is enshrined in Collective Agreement 1 of 2008 which also outline the functions and responsibilities.

A SMT includes the principal, deputy principal, heads of department (HODs) and senior educators and as a team they daily responsibility is administration and management of their school. As indicated earlier, this study intends to explore the experiences of senior educators in quality assurance of the heads of departments' teaching materials. The study will investigate how the senior educators quality assure such teaching materials in terms of curriculum coverage, lesson planning, class visits, and quality assurance of the content before it can be administered to learners.

1.2 Background

Soetfontein is a deep rural area situated in the Limpopo Province in Mopani District under Sekgosese East Circuit. The Circuit has forty-six (46) schools, that is, thirty (30) primary schools and sixteen (16) secondary schools. The Circuit is managed by a Circuit Manager and a Deputy Governance Manager. Since the schools are far away from one another, it becomes a burden and a challenge to Circuit Manager with limited human resources to monitor and support the schools regularly, even though they usually convene management meetings. These meetings are attended by any person from the SMT.

To cap the spatial location of the schools, the Circuit clustered the schools in terms of their zonal location. The clustering was done to improve the Matric and the Annual National Assessment (ANA) results in the foundation and intermediate phases. Poor results caused the eyebrows of the SMTs to rise, as they are the persons expected to monitor the presentation of the curriculum in their school. Against this background, the current study wants to pose questions with regard to the power and authority delegated to senior educators to improve the culture of teaching and learning in schools, more specifically when they moderate and quality assure the teaching materials of the HODs.

Some of the clusters have performed poorly in the Annual National Assessment and in the Matric results, with an average of below thirty per cent (30%). These poor results may be a reflection of the tensions, power struggles and relationship challenges in SMTs when taking decisions and implementing educational policies. For instance, in one of the SMT meetings the blame for the school's poor Matric results was actually put on the primary schools as feeder schools.

1.3 Purpose statement

The purpose of this qualitative study was to explore the experiences of senior educators in the quality assurance of head of departments' teaching materials in the Soetfontein area of the Limpopo province of South Africa. Grant, Gardner, Kajee, Moodley and Somaroo (2010: 402)

are of the conviction that in a democratic environment, distributed leadership can be used as a strategy to democratise schools and improve the quality of education. Schools are increasingly judged by focusing on principals as leaders and by forgetting about the delegated responsibilities of SMT members that should contribute to an improved quality of education.

The assumption made in this qualitative study was that senior educators as head of subject committees must be given duties and responsibilities to quality assure the teaching materials of HODs in terms of knowledge, skills and expertise. Van der Mescht and Tyala (2008: 229) are of the opinion that “the formalisation of SMTs had enabled principals to spread the workload of managing schools among staff members”. The SMT is referred to as a committee that takes care of the management and administration of the school and it is composed of the principal, deputy principal, HODs and senior educators.

1.4 Significance of the study

The deep-rooted concern about the quality of education in South Africa is often shifted to the principal of the school alone in terms of his/her accountability to the higher structures of education, more specifically with regard to the poor performance of the school. The government has regularly changed the education curriculum since the 1994 elections; however, there has been no evidence of a corresponding improvement in the quality of the teaching materials used by either senior educators or HODs.

The study looked on how the senior educators moderate the teaching materials of HODs in respect of curriculum coverage, lesson planning, class visit and quality assurance of the subject content before it can be administered to learners. It led to new insights and a better understanding of the complexities involved in the complicated relationship between senior educators and HODs with regard to their quality assurance of each other’s work. The study afforded education managers and school governors insight into the utilisation and implementation of policies of education with regard to curriculum management.

1.5 Rationale

Since, the researcher became the principal of a primary school some years ago, have realised that senior educators are faced with the challenge of implementing legislative frameworks in quality assuring the teaching materials of HODs. I therefore, tempted to do the research on the topic, the experience of the senior educators in the quality assurance of head of departments` teaching materials. De Villiers and Pretorius (2011: 578) state that the “constant professional development of a whole staff, which includes formal and informal leaders unifies staff in working collaboratively towards attaining a shared vision and purpose of the school”.

Therefore, senior educators as informal leaders (not appointed through the processes in the Collective Agreement Number 1 of 2008 of Guidelines for Sifting, Shortlisting and Interview Procedures) must be given managerial responsibility as members of the SMTs to assist in the moderation of the teaching materials of HODs.

The problem that made me undertake this qualitative study involves the quality assurance of the head of departments` teaching materials by senior educators, as some schools do not have enough HODs in the foundation or intermediate phases, but have been allocated senior educators by the Department of Education. The researcher is of the opinion that senior educators as members of the SMTs must be given the responsibility of quality assuring the teaching materials of the HODs. Evers and Katyal (2007:378) hold the viewpoint that leaders are designers or stewards of the organisation. They are responsible for the effectiveness of that organisation. They should understand the complexity of education and improve shared mental models that will be responsible for learning.

Harris (2003:78) posits that the professional development of educators towards leadership positions is widely supported by academics in education. Senior educators must therefore be given responsibilities in management. They should be allowed to utilise their expertise and apply their experience as needed in quality assurance of the head of departments` teaching materials. According to Wenceslaus and Chukwuma (2015: 189) stated that all stakeholders in

education agree that as micro-level practitioners teachers represent a centripetal force in most educational system.

1.6 Research questions

In the light of the scenario given and outlined against the background above, the researcher articulated the following primary research question to help to visualise research goal. The researcher, therefore, formulated the main research question as indicated below and complemented it with four supporting sub-questions:

Main question:

What are the experiences of senior educators in the quality assurance of head of departments' teaching materials?

Sub-questions:

- (a) What characterises the relationship between the head of department and his/her senior educators with regard to the moderation of each other's teaching materials?
- (b) What is the perception of the head of department regarding the moderation of his/her teaching materials by the senior educators?
- (c) What is the perception of the senior educators regarding the moderation of their teaching materials by the head of department?
- (d) How is the moderation and approval of formal and informal tasks of both the head of department and senior educators managed?

1.7 Literature review

According to Fox and Saheed (2007: 14) it is essential that the literature devoted to an area of research be reviewed to ascertain whether the problem has previously been addressed or solved. And this can only be done if the researcher consults and reviews different sources of literature that will assist in finding a novel point of departure for his/her research project.

Welma, Kruger and Mitchell (2005: 38-39) state that a review of related literature can provide the researcher with important facts and background information about the subject under study.

Leedy and Ormrod (2010: 56) indicate that a literature review can inform one about other researchers who conduct work in this area or individuals whom the researcher may wish to contact for advice and feedback. McMillian and Schumacher (2010: 72) believe that an evaluation of the literature establishes significant relations between the current information and the research problem.

1.7.1 Restructuring of education

Since 1994, education in South Africa has undergone numerous changes, including the introduction of new legislation (e.g. the Constitution of South Africa, Act 108 of 1996, South African Schools Act, 84 of 1996 (SASA), National Education Policy Act, Act 27 of 1996 (NEPA), Employment of Educators Act, Act 76 of 1998 (EEA)) and policies that had an impact on school leadership behaviour and practices.

Furthermore, Curriculum 2005 (Department of Education, 1997) (NCS), the Revised National Curriculum Statements (Department of Education, 2002) (RNCS), the National Curriculum and Assessment Policy Statements – Grades R-12 (Department of Education, 2011) (NCAPS) and the Curriculum and Assessment Policy Statements (Department of Education, 2012) (CAPS) also initiated the quality assurances of education by outlining principles on assessment, monitoring, support, evaluation and moderation of teaching materials of educators.

Marishane and Botha (2004: 95) and Swanepoel and Booysen (2006: 190) are of the view that the decentralisation of responsibility among SMTs is an important strategy for school improvement. Therefore, members of the SMT, which include senior educators, must share management duties and responsibilities such as the moderation and quality assurance of the teaching materials of educators. The new creativities stemming from the Department of

Education in the form of policy documents (Curriculum 2005, RNCS and CAPS) and legislative frameworks (SASA, EEA and NEPA) have contributed to the aforementioned concepts.

Ramparsad (2001: 290) argues that the involvement of educators in curriculum development and implementation will reduce the insecurity of educators. Kruger (2003: 207) mentioned five functions of instructional leaders, which include managing the curriculum, setting clear goals and objectives of the school, supervising teaching, monitoring progress of learners and promoting an instructional climate. From this viewpoint, senior educators as part of SMTs are instructional leaders who must fulfil the functions as mentioned by Kruger.

1.7.2 Challenges faced by senior educators

Senior educators who are part of the SMT are also subject educators, and therefore they are expected to teach in accordance with the specific guidelines provided by the Department of Education. As part of the SMT they are furthermore responsible for monitoring curriculum implementation in the school, and they can become classroom managers if the staff establishment of the school is small. Senior educators have to ensure that effective and efficient teaching and learning is offered throughout their learning areas, as supported by resolution No. 5 of 2006 of ELRC.

Against this background, senior teachers often experience challenges when they moderate the teaching materials of HODs. Despite the fact that their responsibilities are outlined in PAM, senior educators are confronted by and experience multiple difficulties and barriers in quality assurance of head of departments' teaching materials. According to Harris (2003:319) evidence suggests that "if the school can put in place the appropriate support mechanisms and create the internal conditions for teacher as presently called educators, leadership will flourish without hiccups". Harris (2003:320) refers to continuous professional development (CPD) and argues that everyone in the teaching fraternity, including senior educators, must be assisted to grow and be engaged in such progress. Senior educators experience CPD as a challenge due to the fact that they feel that they have limited resources and time to spend on professional development.

1.7.3 Roles of senior educators

Bush, Joubert, Kiggundu, and van Rooyen (2009: 3) believe that the duty for managing teaching and learning must be shared among SMTs and educators. There is consensus that it is the responsibility of all educators, including HODs and senior educators, to make sure that teaching and learning is managed properly in schools. They are the ones who have to make sure that among themselves, there is quality teaching and learning, and to do this, their teaching materials must be moderated and evaluated on a regular basis by those colleagues who have relevant expertise as senior educators.

Harris (2003:320) argues that “time needs to be set aside for SMTs to meet to plan and discuss issues such as curriculum matters, developing school plans, organizing class visits in schools and collaborating with colleagues for effective teaching and learning”. As part of an SMT, senior educators are therefore accountable for curriculum matters, which include the moderation of the teaching materials used by other educators. A further important role of the senior educator relates to skills and knowledge development. Senior educators must be able to identify the content gap of other educators in their subjects and be able to assist them along that line.

Harris (2003:320) posits that senior educators as part of management must be able to organise school-based workshops during which subject content will be discussed, colleagues will be mentored and collaboration with others will take place aimed at the development of education in schools. Therefore, senior educators must possess a wide range of skills and knowledge in the subject(s) that they are offering.

1.7.4 Educator leadership

The concept of ‘senior educator’ is relatively new and emerged in the past decade with the implementation of the Occupational Specific Dispensation (OSD), which categorises serving educators in terms of their teaching experience as outlined in Resolution No. 5 of 2006 in ELRC. An educator is defined as any person who provides a professional educational service

(according to SASA). Since educator and teacher are regarded as synonyms, the SASA definition of educator leadership will be similar to educator leadership as defined by other academics.

Muijs and Harris (2003: 438) define teacher leadership as “the ability to encourage colleagues to change, to do things they wouldn’t ordinarily consider without the influence of the leader”, while Katzenmeyer and Moller (2001: 17) (as cited in Muijs and Harris (2003: 438)) define teacher leaders as follows: “teachers who are leaders lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice”.

Boles and Troen (1994: 11) (as cited in Muijs and Harris (2003: 438)) define teacher leadership as “a form of collective phenomenon in which teachers develop expertise by working collaboratively”. According to Harris (2003: 316), educator leadership refers “to the exercise of leadership by educators, regardless of position or designation”. In essence, educator leadership is concerned with actions of empowerment and activity, which also lie at the centre of distributed leadership theory.

The relationship between educator leadership and distributed leadership theory will be imminent, if practiced and explored in depth. It is clear that there is a durable understanding and coherent between the experimental environment provided in educator leadership and the theoretical perspectives provided by distributed leadership. This type of leadership will help to minimise problems that exist between senior educators and HODs, when moderation and quality assurance of teaching materials is to be done

1.7.5 Inclusive management

Seeing that inclusive management entails collective agreement and understanding, leadership activities are not focused or concentrated on one person. It is a mixture wherein all staff personnel must be involved not only the manager or head of the institution. Mayrowetz (2008: 430) is of the view that “it is resourceful to ask non-administrators to be involved in leadership

activities if they have the necessary knowledge, especially with the experience that the senior educator has in the teaching fraternity”.

Some educators have considerable expertise and experience regarding instructional leadership; this can enhance the quality of education delivered in the school. Harris (2004: 14) views distributed leadership as equal and similar to inclusive management; it includes a shared leadership where educators develop skills by working together harmoniously for the benefit of the entire school.

Distributive leadership equates with maximising the human capacity within the school. This will lead to a situation where the schools take shared action towards shared goals, participatory decision making, shared leadership and a common understanding of issues affecting the education of the learners. Daresh, Gantner, Dunlap, and Hvizdak (2000: 76) believe that senior educators must develop technical skills such as; skills required to implement site-based management, work with teams, and plan strategically for the future, and maintain effective discipline, teaching and learning. The senior educator must also monitor the organisational performance of the school.

Parker and Day (1997: 87) remark that the distributive leadership approach aims to ensure that organisational goals and outputs are achieved by entrusting educators to work towards them without supervision. It is, however, the responsibility of the senior educators to determine the school’s effectiveness by using multiple indicators to continuously monitor the progress of effective teaching and learning.

Kruger (2003: 208) suggests that the acceptance of commitment to collegiality, whole school focus, working with others to attain a collective idea, appreciating and regarding others’ sentiments, frequent communication and sharing of information will increase stability in school management and lead to school improvement. Grant, *et al.* (2010: 411) state that “distributive leadership is an emergent property of a group or network of individuals in which group members are at the centre of development”. Educator leadership will surface where educators

are able to assume a leadership role based on their expertise, in order to show that they have advanced to a leadership level and can assume responsibility in their work.

1.7.6 Distribution of responsibilities among educators

According to De Villiers and Pretorius (2011: 582) collective, distributed, shared leadership and organisational responsibility have an impact on the improvement and management of schools. The principal as the head of the school is mandated by PAM to allocate responsibilities among educators in terms of their fields of study. In this way, the principal cultivates learning among all members of the professional teaching community. Amey (2005: 690) is of the opinion that learning distribution among members of the professional community is the primary goal of leadership, accountability and responsibility.

School principals who respect life-long learning and recognise and encourage the implementation of good instructional practices, eventually improve the learners' performance. Staff members are assisted to develop as professionals and to assume greater collective responsibility for joint decision making. Furthermore, appropriate structures, departments and codes or relationships have to be built at schools so as to ensure the required human energy to improve learner achievement.

Harris (2004: 23) believes that all educators must learn together in professional communities since they work collaboratively in teaching and learning communities. In teaching and learning organisations, principals play a key role and must have a clear vision for the organisation regarding the way in which duties and responsibilities should be distributed and shared among educators. However, principals must not impose goals on educators, but work collaboratively with them to create a sense of purpose and direction in the school.

Singh and Lokotsch (2005: 280) state that concepts like distributive, shared, collegial, parallel, collective and participative leadership (all of which are used in management) will compel the SMTs to re-evaluate and strike the balance between individual authority and more democratic dimension of leadership. Fleisch (2008: 34-37) suggests that most of the reasons for poor

performance in South African primary schools relate to the power relationships among the members of SMTs. Kruger (2003: 206) posits that instructional leadership which specifically involves teaching and learning is concerned only with inspection, that work has been done and finalised in the specified time and making informed judgements about the quality of teaching and learning rendered.

Spillane, Halverson and Diamond (2004: 26) maintain that if a distributed perspective can be developed on leadership, good results and developments will be realised in schools. Spillane *et al.*, (2004: 26) also feel that “school leadership is best understood by exploring leadership tasks” and believe that if “leadership practice is distributed over leaders, followers and the school situation, the quality of education in schools will be improved”

Lekamege (2010: 43) remarks that “in Sri Lanka, the role of the school principal has been transformed as a result of the greater devolution of responsibilities to schools members through different policies”. Therefore, school managers are gradually held more answerable for the quality of learning outcomes of schools, resource mobilisation and resource management, school quality monitoring and associated staff development programmes.

Botha (2004: 241) notes that principals as heads of schools are expected to create different structures for consultation and decision making, and one of these structures is that of HOD, which comprises senior educators who are responsible for curriculum management. Harris (2003: 13) confirms that “distributed leadership focuses on engaging expertise wherever it exists within the school rather than seeking this only through formal position like principals and others”.

1.8 Theoretical framework of the study

The study in hand was based on the theoretical framework of the distributive leadership theory. The term “distributed leadership” is alleged to have been used for the first time in 1954, by Gibb, an Australian psychologist, who advocated that “leadership should not be regarded as the monopoly of the individual but as shared functions among individuals with expertise”.

Leithwood and Jantzi (2006:47) refer to “distributive leadership as the enactment of leadership tasks as potentially stretched over two or more leaders and followers”. Gronn (2002: 444) in turn views distributive leadership as a property of individuals who constantly make contact with one another for the benefit of the school as an organisation.

Distributed leadership theory was helpful in providing conceptual clarity in respect of the experiences of senior educators in the moderation of teaching materials of their HODs. If this task of moderating the teaching materials of HODs can be distributed and shared among senior educators with expertise, knowledge and skills, the task will be easy. According to Gronn (2008: 152), “leadership in some situations is hybrid”, and he uses the term hybrid to refer to “the mix of solo and team leadership groupings that occur in some schools”. He also acknowledges that this mix may comprise both senior educators and HODs. He further suggests that leadership groupings must be allocated managerial responsibilities in terms of their expertise in subject matters.

Harris (2003: 317) agrees and argues that “distributed leadership requires those in formal leadership positions to hand over power to others”. Principals should adopt collaborative and participative leadership styles and allocate duties and responsibilities to educators in terms of PAM and based on the educators’ expertise.

Harris, Leithwood, Day, Sammons and Hopkins (2007) describe distributed leadership as “the leadership idea of the moment”, while Gronn (2000: 324) refers to this concept as “the new kid on the block” and views distributive leadership as an “emergent property of a group of interacting individuals” where leadership is the product of “conjoint agency”. Therefore, senior educators and HODs must collaborate to accomplish group tasks and the roles between them will be simple as delegated and mandated by PAM.

Gronn (2000: 325) states that “distributed leadership is a form of collective agency incorporating the activities of many individuals in a school. Their task is to work at mobilising and guiding other educators in the process of instructional change”. Many concepts are aligned with distributive leadership, such as collectiveness, co-operative work, fostering a culture of

inclusiveness, interdependency of relationships, and extensive, skilful participation in the work of leaders. These are seen as a joint practice by individuals in search of addressing organisational matters, difficulties and collaborations in an effort to take action to meet specific challenges.

According to Gronn (2000: 325), distributed leadership is viewed as “organisational activities and tasks linked to a division of labour, accountability and responsibility in school”. And if this labour can be distributed among educators with expertise, the moderation of the teaching materials of the HODs will be understood by all. Distributive leadership theory includes concepts such as shared, collaboration, collective, delegation and broad-based skills involvement. These concepts helped the researcher to analyse the data easily and draw clear conclusion with regard to the experiences of senior educators in the moderation of the teaching materials used by HODs.

Distributed leadership theory as used in this study was supportive in providing simplicity about the terrain of senior educator leadership. This theory incorporated the activities of senior educators in a school who worked at managing and organising staff members for effective teaching and learning processes. Therefore, if effective teaching and learning can be maintained, the quality of the tasks given to learners will be of a high standard. Harris (2004:14) is of the opinion that distributed leadership implies that multiple sources of management and be used in schools, which led to coherent understanding.

1.9 Research methodology

De Vos, Strydom, Fouche and Delpont (2012: 142) state that a research methodology involves a set of decisions regarding the topic to be studied. These include the general research approach, the population from which the sampling should come, the research method used, and the collection and analysis of data. They also refer to the decisions to be taken and the planning to be made in respect of processes used in the study, in other words the logical arrangements of the study. Bless, Higson-Smith and Kagee (2006: 71) define research design as a “specification of the most adequate operation to be performed in order to test a specific hypothesis under

given condition”. This definition relates very well to the topic under research as the researcher explored the experiences of senior educators when moderating the teaching materials used by HODs.

Briggs, Coleman and Morrison (2012: 15) are of the view that “research methodology is the theory of how researchers gain knowledge in research contexts”. Their definition encompasses the methodological approaches that offer reasons for doing the research, as well as the methods to be listed and applied by the researcher to answer the main question examined during the research.

1.9.1 Research approach

In this study the researcher used a qualitative research approach, because the researcher wanted to give a detailed description of the actual situations in which senior educators find themselves when they moderate the teaching materials of their HODs. Cohen, Manion and Morrison (2007: 47) state that a “qualitative research approach is also referred to as a method which is used in educational research to gather information which is used for inferences and interpretation, explanation and prediction”.

According to Maree (2011: 50), qualitative research attempts to collect rich descriptive data. The researcher’s purpose was therefore to understand the challenges experienced by senior educators in the quality assurance of head of departments’ teaching. The researcher consequently undertook the proposed qualitative research study in a natural location rather than in an exaggerated imaginary and unnatural try-out setting. This decision was taken in line with the argument by Cohen *et al.* (2007: 47), namely that qualitative research is an inductive and exploratory tool, because it is characterised by observing and sensing what is occurring in a natural situation.

De Vos *et al.* (2012: 327) remark that qualitative research is not like quantitative research which is linear and has no fixed design. Qualitative research is primarily concerned with the view that individuals interact with the social and economic world for certain educational phenomenon. As

a qualitative researcher, the researcher was interested in understanding how senior educators made sense of their educational situation and their experiences in the quality assurance of head of departments' teaching.

The study followed an interpretive paradigm where the main purpose was to gain an understanding of situations in which senior educators find themselves and that affect teaching and learning in schools. The researcher tried to gain an understanding of how senior educators actually related with HODs when they (senior educators) moderated the teaching materials of their HODs in selected schools in the Soetfontein area.

Briggs *et al.* (2012: 202) believe that interpretive approaches are good for first-phase exploratory studies aimed at understanding educational processes and procedures. Since the researcher worked with individuals as participants, the interpretive paradigm assisted the researcher to understand participants' understanding of the world around them. This paradigm was grounded in data that the researcher generated through interaction with participants in the study.

1.9.2 Research design

Briggs *et al.* (2012: 75) define the research design as a schema or plan that constitutes the research study, while McMillian and Schumacher (2010: 19) see it as a procedure for conducting the study, which includes the general plan of the project. The study comprised multiple site case studies in which four schools were involved. Thomas (2010: 9) defines a case study as in-depth survey undertaken from numerous viewpoints, which reflects the complexity and uniqueness of a particular project.

Bromley (1990: 302) in Maree (2011: 75) defines a "case study as a systematic inquiry of an event or a set of related events which aim to describe and explain the phenomenon of interest"; while De Vos *et al.*, (2012: 142) remark that a research design contains a set of decisions regarding the topic to be studied. Welman, *et al.* (2005: 109) argues that the objective of the case study is to investigate a single bounded system. Since the study explored the

experiences of senior educators in the quality assurance of head of departments` teaching, it followed a case study approach in order to help the researcher to understand theory and new knowledge. The researcher tried to understand the present situation, contribute to the existing knowledge in the field and come up with new findings that would contribute to the new knowledge related to the topic.

According to McMillan and Schumacher (2010: 20) the purpose of the study is to specify a strategy for creating an experimental signal that will be used to answer the following research question: - What are the experiences of the senior educators in the quality assurance of head of departments` teaching materials? Cohen *et al.* (2007: 87) add that “the central endeavour in the interpretive paradigm is to understand the subject of human experiences”.

1.9.3 Sampling

In the study the researcher used purposive sampling at four selected public primary schools in the Soetfontein area, Mopani District of the Limpopo Province, South Africa. McMillan and Schumacher (2006: 319) remark that purposive sampling gives the researcher the advantage of choosing those participants who have the potential to provide rich and thick data based on their competence, knowledge and skills in their field of work. These four schools were sampled on the basis of their proximity, accessibility and their historical background.

McMillan and Schumacher (2010: 127) remark that purposive sampling is based on selecting subjects with certain characteristics, while De Vos *et al.* (2012: 232) argue that this category of sampling is centred on the findings of the researcher in respect of elements that are relevant to the research project. The researcher therefore purposively selected four schools that had HODs and senior educators as they constituted the populations that would serve the purpose of my study best.

Creswell (2008:53) states that purposive sampling assists to obtain suitable participants in the research project. This enables the researcher to comprehend the societal biosphere of senior

educators who are determined to understand their responsibilities in respect of the quality assurance of head of departments` teaching materials.

Participants in the study were two senior educators and two HODs from each of the four schools. According to Moloji (2010:624) the manageable size of the sample is sufficient for the purposes of the study, namely to determine the contribution of senior educators in the quality assurance of the teaching materials of HODs. De Vos, *et al.* (2012: 392) furthermore posit that purposive sampling illustrates features or processes of interest of a study, and in the current case, the focus was on the experiences of the senior educators in the quality assurance of the heads of departments` teaching materials. The senior educators and HODs who participated in the study had in-depth knowledge about the topic by virtue of their professional position, role, expertise and experiences.

1.9.4 Data collection

In line with the view of Cohen, *et al.* (2007: 141), triangulation is “the use of two or more methods of data collection”, and the researcher, therefore, planned to combine different data collection methods in this case, interviews and documents analysis were used. Qualitative study therefore, did not aim to draw conclusions or make generalisations of ideas as per sampled schools, but instead it examined the unique ideas and contexts of each of the selected schools in terms of the experiences of its senior educators in the quality assurance of the heads of departments` teaching materials. Data collection methods included interviews and documents analysis, both of which are discussed next.

1.9.4.1 Interviews

The researcher used semi-structured one-to-one type of interviews with open-ended questions. This helped the researcher to gather descriptive data in participants` own words. Briggs *et al.* (2012: 79) and Merriam (2009: 87) posit that semi-structured interviews are mostly carried out in a qualitative case study, which allows the participants to respond in their own way.

Therefore, the participants in the study were not guided towards specific answers, even though follow-up questions were asked.

Cohen et al. (2000: 268) suggest that “the interview may be used as the principal means of gathering information having direct bearing on the research objectives”. The interview method actually assisted the researcher to have physical contact with the participants and it enabled the researcher to observe their facial expressions, body language and gestures. It also gave the researcher an ample time to pose follow-up questions to dig deep the information which is relevant to the study. The participant also had the time to know the researcher physically.

De Vos *et al.* (2012: 342) argue that the quality of the interview depends on the skills that the researcher possesses. Therefore, before interviewing the participants, the researcher had to have a clear view of what he intended to find and had to use skills of probing for information well. The researcher had to develop an insight into how the participants were interpreting the challenges that they experienced in the quality assurance of head of departments` teaching materials. The researcher was able to understand the behaviour and experiences of the participants better, and the participants were interviewed on the basis of their availability and understanding of their positions.

1.9.4.2 Documents analysis

The next instrument that the researcher used for data collection was documents analysis, which served as a technique to validate the data that the researcher collected by means of the interviews. According to Briggs *et al.* (2012: 297) posit that documents are required to be examined in the context of data collection techniques, which supports the researchers` view of supplementing the interview technique. The aim of documents analysis was to acquire a clear understanding of how the senior educators experienced challenges when quality assuring the head of departments` teaching materials and to get a clear idea of whether the senior educators were given that responsibility as part of SMTs.

Briggs *et al.* (2012: 297) maintain that the preserved records of the past give clear evidence of what was done and how. The purpose here was not to check for the correctness of documents, but rather to gain a clearer image of how senior educators believed themselves to be able to perform the job, hence to enrich findings rather than to confirm them.

Documents analysis was helpful or additional method to gather data that supported or set in context the data obtained from the interviews. Documents that were analysed included lesson plans, assessment frameworks, the educator's portfolio, learners' portfolios, projects, record books, mark sheets, subject policies, test and classwork books of the learners. This helped the researcher to check what the senior educators had done in connection with the quality assurance of the head of departments' teaching materials. Briggs *et al.* (2012: 298) suggest that document analysis is a form of explanatory research that needs the researchers to gather, organise and analyse experimental data so as to produce a theoretical account that describes, interprets or explains what happened.

1.9.5 Data analysis and interpretation

Briggs *et al.* (2012: 302) indicate that documents analysis involves the systematic identification of themes. Therefore, the researcher weighed the value and worthiness of the collected data, which helped the researcher to determine the feelings of participants in a face-to-face interview, and to observe their body language and gestures while responding to interview questions. The researcher followed the advice of Creswell (2008:244-270) that the transcription of the interviews, coding, validation, interpretation of data and development of themes should be fed into one system that would assist me in data analysis. Both De Vos *et al.* (2012: 399) and Merriam (2009: 171) suggest that qualitative data analysis is a process of inductive reasoning, thinking and theorising, which certainly relates to the understanding of coded and encoded data for future reference.

Cohen *et al.*, (2007: 85 & 141), as well as Willis, Jost and Nilakanta (2007:293) defined "triangulation as the use of two or more methods of data collection". The researcher aimed to combine different data collection methods for document analysis and interview, in order to

gain a rich picture of the experiences of senior educators in the quality assurance of the head of departments` teaching materials. Therefore, the result of this study had contributed a profound product based on the experiences of the sixteen participants.

Cohen *et al.* (2007: 184) believe that when huge amounts of data are collected, an early analysis will reduce it by selecting important features to be coded for future focus. The coded data had become part of a model structure that validated the prevailing philosophy of distributive leadership, based on the experiences of senior educators in quality assurance of the head of departments` teaching materials, which helped the researcher to answer research question. Using distributive leadership theory the researcher allowed the data to speak for itself while concepts and themes were generated through the process of coding.

Moloi (2010: 626) posits that in his study, “coding data involved labelling passages of text according to content”. The concepts and themes labelled were then categorised using sub-headings in relation to the distribution and delegation of responsibilities. The study, however, did not intend to make generalisations of the sampled schools. Each school was treated as a different entity. This also assisted the researcher to examine the unique context of each of the selected schools.

1.9.6 Trustworthiness and credibility

McMillan and Schumacher (1997:404-411) are of the view that trustworthiness must be assured by triangulation, verbatim accounts and the participant`s language. To ensure trustworthiness, the researcher used triangulation methods wherein interviews were supplemented by documents analysis in collecting data. The interviews were conducted with senior educators and HODs. Direct quotations from the participants were used to illustrate their views. The interviews were conducted in English where clarity was given on the basis of the participants.

As part of a qualitative approach, validity and reliability were checked based on the following strategies: credibility, transferability, dependability, applicability and conformability which

assisted the researcher to validate the research findings. According to Briggs *et al.* (2012: 301) credibility refers to assessing a document for accuracy. The study would be credible if it represented accurate descriptions or interpretations of the experiences of the participants.

Credibility was obtained from the findings of the research as real experiences. Research findings must be tested against various groups either from the data that was drawn or with persons who are familiar with the phenomenon. The consistency of the research would be justified if the findings were to remain the same if replicated with a similar sample and in a similar context.

1.10 Ethical considerations

Briggs *et al.* (2012: 90) identify the purpose of ethics as assisting and keeping participants safe from harm, building trust and ensuring the trustworthiness of the research. Since ethical issues may curb and minimise the freedom of the researcher, he/she should be able to understand the rights and limitations of participants in the research. McMillian and Schumacher (2010: 101) believe that ethical issues concern beliefs about what is wrong or right from a moral perspective, while Briggs *et al.* (2012: 94) posit that ethical issues may also limit the researcher in manipulating the participants. Against this background, the researcher took care of different ethical issues before he started doing the research.

The first step in this regard was to seek permission (in writing) from the University of Pretoria's Ethics Committee, as well as the Limpopo Provincial Department of Education to conduct the research. The researcher also wrote a letter to the Circuit Office for permission to conduct research in the four selected schools that were chosen based on their proximity and accessibility. The researcher subsequently obtained informed consent from the sixteen participants in line with the definition by Cohen *et al.* (2007: 52) of informed consent, namely the procedure by means of which participants indicate that they have been properly informed about the risk and benefits of the research.

Immediately after informed consent was obtained from all stakeholders and participants, the researcher started with the research. Since Cohen *et al.* (2007: 63-65) highlight issues regarding the right to privacy, the sensitive nature of all information obtained, and the anonymity of the participants, the researcher guaranteed the confidentiality of the data and findings and gave an undertaking that the researcher would not reveal the participants' names but safeguard their privacy and alleviate all their potential fears relating to the study.

Litchman (2010: 52) feel that ethical issues must express a set of moral principles, in other words rules or standards that must govern a person to do well and avoid evil. The researcher therefore, indicated to the participants that all material that could possibly identify a participant would be removed from the data used for the presentation of the findings, unless it was absolutely necessary to highlight such factor as the basis of an argument.

1.11 Limitations of the study

The researcher conducted a local study that was limited to four sampled schools in the Sekgosese East Circuit. The findings that the researcher reported in this study were expected to have limited generalisation value for the outcomes of the schools. Furthermore, the study was limited to senior educators and HODs, despite the fact that there were other significant stakeholders that could find this study useful. Due to financial constraints, the study was eventually carried out in the Soetfontein area within the Sekgosese Circuit only.

1.12 Benefits that were derived from my project

The schools around the Sekgosese East Circuit would enjoy the benefits of my project most, as it was a local project. Senior educators and head of departments in these schools benefited as participants because they learnt the scope of their roles in quality assuring the heads of departments' teaching materials. By sharing the experiences of the senior educators as found in this study, the study could serve as a valuable resource and lead to similar studies that could enhance the sharing of leadership experiences of senior educators to establish successful schools that produce quality education.

1.13 Summary

This chapter presented a skeletal view of the study. It significantly looked on how the researcher is going to present his study. All ideas presented in this chapter are further to be detailed in chapter 2, 3, 4 and 5.

CHAPTER 2: PROCESSES FOR THE APPOINTMENT OF SENIOR EDUCATORS AND HODs

2.1 Introduction

The appointment processes for senior educators and HODs are the result of human resource planning done by the SMT. SMT must identify the human resource needs of the school and submit them to the Province via the correct channels of communication in the Department of Education with a view of post identification.

The School Governing Body (SGB) as mandated by the South African Schools Act, 84 of 1996 (SASA), are entitled to run the processes of hiring a qualified, competent and relevant educator as per post establishment from the Department of Education. In the case of a senior educator, appointment is more complex and difficult to understand (see Collective Agreement Number 5 of 2006).

SASA has steered towards a two-level structure for the administration and control of schools, namely by the SGB and SMT. Bush & Heystek, (2003: 136) posit that in essence, SGBs as governors are expected to perform a collection of functions relating to financial management, while the professional functions of the school relating to the day-to-day running of the school are the responsibility of the SMT and the educators. The SGB comprises of representatives from the parent, educator, non-educator, and learner sectors (in the case of secondary schools).

The SMT is made up of the principal, deputy principal, head of department, master educators and senior educators. The SGB plays an important part in the employment of members of the SMT and teachers as mandated by the Education and Labour Relations Council (ELRC) (2003: 66-67). Prior to SASA, the education managers were appointed by Superintendents of Education. Such appointments took into account the candidate's suitability based on academic assessment ratings, years of teaching experience and relevant qualifications. Presently the above statement attests to the appointment of the senior educator as enshrined in Collective Agreement Number 5 of 2006.

After 1996, the appointment procedure was drastically revised as follows:

- The recruitment and selection of candidates for managers in schools became the responsibility of the SGB as mandated by SASA.
- The appointment and induction of the successful candidates were the prerogative of the Department of Education as mandated by the ELRC (EEA, 1996: 33).

2.2 Senior educators and HODs as curriculum managers

According to Hayward (2008: 12) leadership in the 21st century is no longer on the table of the principal alone, and must be distributed among members of the SMT. Hence the composition of the SMT is based on the different post levels, starting from post level 4 as principal, post level 3 as deputy principal and post level 2 as HOD and Senior educator. Eade (2004: 4) contends that the principal as school manager has an effect on staff members' performance and productivity. The principal as the head of the school is mandated by his/her position to allocate responsibilities and duties among staff members based on their expertise. These allocations relate closely to the specialisation of educators in terms of subjects.

Senior educators and HODs as subject specialists are therefore entitled to direct and manage the curriculum in the school. They must oversee that educators comply with prescribed regulations as drafted for each subject, and make sure that subject policies are drafted and followed properly. Pace setters as provided by the Department must be adhered to and followed for school-based assessment and common assessment. Eade (2004: 1), Wright (2003:1) and Smout (2002: 42) share the sentiment that educators view the SMT as the entity that must enhance quality education through strong management.

As members of the SMT, senior educators and HODs have to report on the curriculum coverage as per their department. They must also moderate, evaluate and monitor the teaching materials of educators. According to Kallaway (2007: 30), educators are considered to be the most useful agent of education policy. According to Wenceslaus and Chukwuma (2015: 189) stated “teachers primarily are important agents that implement the objectives of educational policies and who work towards the achievement of such objectives in the school system”. They are the implementers of subject policies. The key functions of the SMT as enshrined in the Integrated Quality Management System (2005: 5) (IQMS) in respect of quality assurance are the following:

- Shaping the school’s self-evaluation, ensuring that self-evaluation is done in terms of the whole school evaluation policy.
- Realigning the entire quality assurance process with the mission and vision of the school and the Department of Education.

The professional responsibility of the HODs as part of the SMT is clearly indicated in PAM Chapter B 4.4 and includes among others the following tasks:

- (a) Being in charge of a subject, learning area or phase.
- (b) Jointly developing the policy for that department.
- (c) Co-ordinating evaluation/assessment, homework, written assignments, etc. of all the subjects in that department.
- (d) Providing and co-ordinating guidance
 - on the latest ideas with regard to approaches to the subject, method, techniques, evaluation, aids, etc. in their field, and effectively convey these to the staff members concerned;
 - on syllabuses, schemes of work, homework, practical work, remedial work, etc.;
 - to inexperienced staff members; and
 - on the educational welfare of learners in the department.
- (e) Controlling

- the work of educators and learners in the department;
- reports submitted to the principal as required;
- mark sheets;
- test and examination papers, as well as memoranda; and
- the administrative responsibilities of staff members.

On the other hand, the professional responsibility of senior educators as enshrined in Collective Agreement Number 5 of 2006 includes the following tasks:

- Assisting the HOD to identify aspects that require special attention and to assist in addressing them;
- Controlling and co-ordinating all the activities of each subject taught;
- Participating in agreed school/educator appraisal processes to regularly review their professional practice with the aim of improving teaching, learning and management;
- Contributing to the professional development of colleagues by sharing knowledge, ideas and resources;
- Co-operating with colleagues of all grades to maintain a good teaching standard and progress among learners and to foster administrative efficiency in the school.
- Participating in departmental committees, seminars and courses to contribute to and/or update their own professional views/standards.

2.2.1 Post levels

According to the EEA, school personnel are ranked in terms of levels ranging from post level one to post level six. Post level one (CS1) is occupied by an ordinary educator, post level two is occupied by a head of department (HOD), post level three is the deputy principal, while the principal of the school is ranked somewhere in post levels four to six, depending on the size of the school. The post levels in the school are determined by the enrolment numbers of learners, and the latter also contribute to the grading of the school. Collective Agreement Number 3 of 2006 provides the grading norm for the school, which also has an effect on the salary of the principal.

These post levels exclude the post of senior educators in terms of managerial responsibility while in essence the senior educators are CS1 educators. Nevertheless, senior educators as CS1 educators they are included in the SMTs following the implementation of the OSD and the ELRC Collective Agreement Number 5 of 2006. An educator on post level one or CS1 educator was elevated to senior educator in recognition of his/her experience and qualifications. Due to this elevation they are part of the SMT where they have to use their expertise to manage the department or subject that has been assigned to them.

The EEA stipulates that an institution with fewer than 630 learners is classified as an S3 institution, whereas an institution with more than 630 learners is classified as an S4 institution. As mentioned earlier, the most important criterion that determines the appointment of educators in a school is the learner enrolment. Post provision norms are enshrined in the EEA and resolutions of the ELRC where the number of learners determines the number of teaching posts. According to Woolman & Fleisch, a (2009: 31) the number of teaching post in turn determines the number of promotional posts that the school must have.

The fact that learner enrolment determines the number of teaching posts has tempted principals to inflate the numbers of learners in order for the school to qualify for more teaching posts. It has also resulted in educators ensuring that their school secures a larger admission of learners. The EEA makes extra motivations to put more 'bums in seats' by linking the number of promotional posts granted to a school to the number of learners. Post level one (1) is occupied by a CS1 educator which is numbered on the interval of six (i.e. 2-5 is CS1 educator) and post number one (1) is for the principal, while post number six (6) is for the HOD.

With the interval of six starting from post number seven to twelve is CS1 educator i.e. (7-12 is CS1 educator) while post thirteen is for the second HOD and post number fourteen is for Cs1 educator and post number fifteen is for first deputy principal. With mathematical calculation the deputy principal is allocated on the interval of fifteen while the HOD is allocated on the interval of six. These post levels and numberings exclude the position of the senior educators. A point of contestation arises due to the inclusion of senior educators as members of the SMT. In

terms of PAM senior educators have managerial responsibilities of managing curriculum collectively with the head of departments. Therefore, senior educators are responsible for the quality assurance of head of departments' teaching materials.

2.2.2 Posts requirements

The SMT is the pivotal structure in the school that has to take care of the administrative responsibility of the daily running of the school; therefore appointment of SMT must be guided with specific post requirements. Making the wrong choice in filling the post will in the long run hinder and impede the quality of teaching and learning of the institution. McPherson (1999) contends that the requirements for filling these management posts must be revised to include at least a Bachelor's degree and a background check, including the passing of test on laws and regulations. Mbelani (2008) contends that leadership abilities and management competence must also be prerequisites, because SMT members are responsible for the management and administration of the school.

McPherson (1999) posits that some sections of teaching fraternity were disadvantaged in the past and had limited resources and opportunities for educators to upgrade their qualifications. This led to many educators having only a minimum qualification of matric plus two years (M+2) or a Relative Education Qualification Value (REQV 12). Over the past decade or so the National Department of Education assisted under qualified educators to upgrade their teaching qualifications.

This indicates that the South African government actually views the post requirements needs as a serious issue. All educators with a minimum qualification of M+2 or REQV 12 were requested to enrol with a nearby institution of higher learning chosen by the Department of Education to upgrade their qualification. Many educators enrolled for National Professional Diploma in Education (NPDE).

Milstein and Associates (1993: 1490) contend that in the United States of America it is obligatory for all managers to have a Master's Degree as minimum qualification for them to be

appointed in a managerial position. This minimum requirement is linked to teaching experience of an average of twenty years.

With reference to National College for School Leadership (NCSL, 2006: 1) in the United Kingdom, the appointment to a high position in the teaching fraternity is only done once the candidate has completed certain year's classroom teaching.

Against this background it can be concluded that qualification and experience are prerequisites for a promotional position in education. The minimum qualification and years of experience required for a promotional post are outlined in Chapter B of the Personnel Administrative Measures (PAM) of 1999 as follows:

(a) Educational qualifications

(i) In order to qualify for appointment as an educator, a person must have completed at least a recognised three-year qualification (REQV13), which must include appropriate training as an educator.

(ii) Notwithstanding the requirements set out in paragraph (i), a person appointed to any of the following posts is not required to be a qualified educator but must comply with the relevant requirements for appointment as set out in the document "Evaluation of Qualifications for Employment in Education".

(b) Experience

(i) Post level 1

Unless otherwise required by the provisions for the filling of posts referred to in paragraph (a)(ii), no experience is required for appointment to posts at post level 1.

(ii) Post levels 2-4

The minimum requirements in respect of experience for appointment to promotion posts are as follows:

Post level	Minimum experience required (years)
2 (HOD)	3
3 (Deputy Principal)	5
4 (Principal)	7

2.2.3 Roles of senior educators and HODs

Several practical studies piloted globally have examined management practices in schools, including the responsibilities of the SMTs in crafting bearable school environments (for example Juma, Enose, Simatwa & Ayodo, 2011; Bentley, 2011; Germaine & Quinn, 2006; Kamper, 2008; Msila, 2011; Mestry & Singh, 2007; Zame, Hope & Repress; 2007). Nevertheless, the majority of studies considered the principal's role in the school setting. Very few studies explored senior educators' contribution towards managing the teaching materials of HODs in the school context. Maforah and Schulze (2012: 237) remark that the responsibilities of SMTs (including senior educators) have increased and become more complex as schools are flooded with new policies and practices.

According to Bush, Joubert, Kiggundu, and van Rooyen (2009: 3) "the responsibility for managing teaching and learning must be shared amongst SMTs and educators". Therefore, it is the responsibility of all educators, including HODs and senior educators, to make sure that teaching and learning is managed properly in schools. They are all responsible for making sure that quality teaching and learning is rendered among themselves. All teaching materials must be moderated and evaluated on a regular basis by those people who have relevant expertise, such as senior educators and HODs.

Harris (2003: 320) argues that "time needs to be set aside for SMTs to meet, plan and discuss issues such as curriculum matters, developing school plans, organizing class visits in schools and

collaborating with colleagues for effective teaching and learning”. As part of the SMT, senior educators and HODs are therefore liable for curriculum matters, which include moderating the teaching materials of other educators. A further important role of the senior educators and HODs relates to skills and knowledge development in respect of the school subjects that are assigned to them.

Senior educators and HODs must be able to identify the content gap of other educators in the subjects they teach and they must be able to assist them to rectify any shortcomings. Harris (2003: 320) remarks that senior educators and HODs as part of management must be able to organise school-based workshops during which subject content will be discussed, colleagues will be mentored and collaboration will take place for the development of education in schools. Therefore, in line with these requirements, senior educators and HODs must possess a wide range of skills and knowledge in the subject(s) that they are offering.

As part of the SMT, senior educators and HODs have a pivotal role to play in the smooth running of the school. Van der Westhuizen (1991: 138) declares that the four management tasks that must be performed by managers of the school include planning, organising, leading and controlling. Therefore, senior educators and HODs as managers in their respective departments must have planned to implement government policies.

Hoadley and Jansen (2009) reports that four management factors have been shown to be significant in improving student outcomes:

- The regulation of teaching time
- Monitoring curriculum planning and delivery
- The procurement and management of books and stationery
- Quality assurance of tests and the monitoring of results

As illustrated above, general supervision of teaching and learning is viewed as a vital duty of the SMT. Therefore, in relation to the quality assurance of the work of educators (both HODs and senior educators), SMTs must make sure that teaching materials are up to standard before

being administered to learners. Amongst, others their responsibilities should furthermore involve providing the assessment frameworks for quality teaching and learning, compiling subject rules and policies, ensuring curriculum delivery, and adherence to pace setters set by the Department.

In certain instances, these documents are dispatched by the Department of Education for implementation by the SMT in order to ensure that their school is run successfully. The SMT should make their school to be among the best in the country in terms of providing quality education. Senior educators and HODs are directly accountable for rendering excellent teaching and learning that will enhance learners' achievement. According to Wenceslaus and Chukwuma (2015: 189) stated "teachers primarily are important agents that implement the objectives of educational policies and who work towards the achievement of such objectives in the school system".

Bush and Glover (2002) argue that "setting high expectations, monitoring and evaluating the effectiveness of learning outcomes will enhance the learner's mental capacity in education". Stein and Nelson (2003: 424) believe that "it is necessary for the SMT to know good instruction, to encourage it and to facilitate on-going learning for staff members".

The responsibility for managing curriculum delivery, teaching, instruction and learning is best placed with and collectively distributed among senior educators and HODs as part of the SMT. Educators are expected to lead curriculum implementation in their teaching space, while senior educators and HODs have the duty of guaranteeing effective teaching and learning across their subjects, departments or phases. The responsibility of SMTs has moved towards instructional actions and the achievement of excellence in education.

It is furthermore argued that if teaching and learning are to advance meaningfully, senior educators and HODs will have to devote more time to overseeing activities that occur daily in their subjects. These should also be assisted to assure the quality of the teaching materials of educators before they are administered to learners. As prescribed in the IQMS, SMTs must do the following:

- Spend more time analysing learners' results.
- Jointly develop departmental improvement plans with their educators.
- Monitor educator classroom records on a regular basis.
- Establish direct observation of educator teaching.
- Set improvement targets with educators.

2.3 Appointment process

The Employment of Educators Act (EEA), Act 76 of 1998, stipulates that the appointment, promotion or transfer of educators should be endorsed by the Governing Body of the school. The endorsement or recommendation should be made immediately after the educator has been interviewed. However, before the SGB can make their recommendation, they should also consider the recommendation of the Interview Committee. Nothing prevents them from making a recommendation that is contrary to the recommendation of the Interview Committee.

Neither of these recommendations compels the Provincial Head of Department of Education to appoint in line with it. However, the Head of Department at provincial level may only decline the endorsement of the Governing Body of the public school on the following grounds (ELCR, 2003:5:

- A procedure collectively agreed upon or determined by the Minister for the appointment, promotion or transfer has not been followed.
- The candidate does not comply with any requirement collectively agreed upon or determined by the Minister for appointment, promotion or transfer.
- The candidate is not registered, or does not qualify for registration, as an educator with the South African Council of Educators.
- Sufficient proof exists that the recommendation of the said Governing Body was based on undue influence.

- The recommendation of the said Governing Body did not give regard to the democratic values and principles referred to in respect of the appointments and filling of posts.

Naidoo (2012) contends that the SMT occupies an important position in the school; hence the recruitment and selection of SMT members should not be rushed. The composition of the SMT should not be hurried because its members represent the engine of the school. They organise the daily running of the school and therefore have professional skills in management and administration.

Furthermore, leadership abilities, management competence, a suitable qualification, professionalism, resilience and dedication, should be prerequisites for the appointment of SMTs. In South Africa, it is not mandatory for SMTs to meet all these requirements. However, the main focus is on the members' qualifications and experiences as prescribed in the EEA.

2.3.1 Post identification

Presently teaching posts are identified as permanent or temporary, based on the learner enrolment of the school, confirmation should also be taken of the post provision norm which is enshrined in PAM. The identified posts need to be ranked in relation to designation levels as stipulated in PAM. Ad-hoc posts can also be awarded to a school if its learner enrolment is maintained for a certain period.

The EEA stipulates that the power to create posts in a school also generates the power to grade and degrade the school based on the posts provision norm. Promotional posts are identified in certain given intervals, i.e. for the post of HOD is the interval of six where within these interval are CS1 educators, while the post of deputy principal is on the interval of fifteen.

2.3.2 Interview processes

Previously educators were not subjected to interviews before they could be appointed. They were recruited directly from their college of education, but this kind of educator appointment raised issues of nepotism, tribalism, biasness, favouritism and discrimination. After the

inception of the new democratic government and the introduction of new educational legislation, things changed. Educators were to undergo the processes of interview before appointment. Even though there are concerns about the interviews, i.e. in respect of the composition of the panel members, their competency and the recommendation and appointment of the best candidate.

The SGB has been mandated by legislative framework such as SASA, PAM and the EEA to make sure that the interview processes are conducted properly. Specific resolutions have also been passed for the running of interview processes. Collective Agreement Number 1 of 2008 is the most recent resolution that lays down guiding principles on how interview processes must unfold.

2.4 Stages of the interview process

The interview process is a critical process in which the school, through the SGB, must constitute a legitimate panel as dictated by Departmental policies and resolutions to hire and endorse the appointment of the best candidate to the Head of Department at provincial level. This process is to pass through several stages before recommendations can be made, namely post establishment, post advertisement, application, sifting of applications, panel formation, shortlisting, interviews and appointment.

2.4.1 Stage 1: Post establishment

In terms of section 5(1)(b) of the EEA of 1998, educator posts are established by the Provincial Department of Education as determined by the Member of the Executive Council (MEC) responsible for education. The purpose of the post provisioning model, which is contained in PAM, is to distribute posts fairly and equitably among schools. This is also done in terms of section 5(2) of the EEA. Based on the statement that learners have equivalent claims to the available resources provided by the Department, available educator posts should be allocated to schools using the same model for all schools falling under the Department.

In the school situation, posts are established in relation to the learner enrolment at a school. The learner enrolments determine the status of the school as stipulated in the EEA, which stipulates that an institution with fewer than 630 learners is classified as an S3 institution, whereas an institution with more than 630 learners is classified as an S4 Institution (ELRC, 2003:74). Accordingly, an S3 school is managed by a school principal on post level 3, while an S4 school is managed by a post level 4 principal.

However, the number of posts per school is determined by the total enrolment of learners and this number is established by the Department of Education at the provincial level. The posts are allocated numbers, for example post number 1 is for the Principal, 2 to 5 are for CS1 (Educators), post number 6 is for the HOD, 7 to 12 are for CS1 (Educators), 13 is for the HOD, 14 is for CS1 (Educator), while 15 is for the deputy principal.

2.4.2 Stage 2: Post advertisement

The teaching post must be advertised in accordance with Chapter 3 Section 6(1)(b), 6(2)(a)-(e) and 7(1) and 7(2) of the EEA, as well as PAM Chapter B paragraph 3. A vacant post at a school is advertised in connection with the curriculum needs of the school. The school management must first identify the needs of the school before the post can be advertised. Resolution Number 5 of 1998 (ELRC, 2003: 76) outlines the procedures that must be followed when the post is to be advertised.

The advertisement for the post must be self-explanatory and include the curriculum needs of the post, minimum qualifications and experience, and relevant documents to be submitted. All vacant posts must be advertised in a Government Gazette, bulletin or circular. These gazettes, bulletins or circulars must be circulated to all schools in the province. It is the prerogative of the Department to make the advertisement an open or a closed one. The advertisement must also encourage the designated groups to apply in order to address disparities of the past.

2.4.3 Stage 3: Application

Applications for the post are invited according to the needs of the post. For promotional posts, all applications are submitted to the District Office, accompanied by relevant documents as specified in the post advertisement.

2.4.4 Stage 4: Sifting of the applications

The District Office acknowledges receipt of all applications, after which it sifts through all the applications received. Sifting in the District is done based on the minimum requirements and experience needed for the post. The District deals with sifting processes to reduce the number of applications by those candidates who do not meet the minimum requirements of the posts. The District prepares a list of all candidates, who have been sifted and not sifted and presents both lists to the Trade Union Parties Council.

2.4.5 Stage 5: Panel or Interview Committee

The School Governing Body, as mandated by SASA and the EEA, must constitute the interview committee or panel. The interview committee may consist of the SGB members if they have expertise, knowledge and competency to interview candidates for the advertised post. The SGB may co-opt additional members if the required number of panellists is not reached. This co-option takes place in recognition of the competency and expertise of panellists to interview applicants for the advertised post.

According to Collective Agreement Number 1 of 2008, the interview committee comprises of the following members:

- One departmental representative as resource person
- The principal of the school if she/he is not the departmental representative, except in the case where she/he is an applicant
- Four members appointed by the SGB or five in case the principal is a departmental representative or applicant

- One representation per union that is the party to the provincial Chamber of the ELRC as observers

After composition of the interview committee, the committee must appoint a chairperson and secretary. The chairperson presides over the shortlisting and interviews and the secretary keeps accurate records of all the proceedings. The interview committee is responsible for the shortlisting and interviewing of shortlisted candidates.

2.4.6 Stage 6: Shortlisting

In accordance with Collective Agreement Number 1 of 2008, the shortlisting is done by the Interview Committee, subject to the following:

- Curricular needs of the school
- Criteria that are fair, non-discriminatory and in keeping with the Constitution of South Africa
- The obligation of the employer towards serving educators
- A list of shortlisted candidates that does not exceed five and is not less than three
- The compulsory shortlisting of the permanent serving educator who acted for twelve or more continuous months in the promotion post and who meets the minimum requirements. Such candidates must have been authorised by the Head of Department to act in the position.

The shortlisting is conducted according to the shortlisting procedures as contained in Schedule 1 of Collective Agreement Number 1 of 2008, as well as according to different phases as declared by the panel members. These phases will start from phase one to three, as long as the required number of candidates to be shortlisted has not yet been met.

Blackmore, Thompson and Party (2006: 302) believe that the shortlisting process has flaws that compromise the opportunity of certain candidates. Even though the Department organises workshops to familiarise the panellists with the dynamics of shortlisting and interviews, flaws

pertaining to inconsistency, experience and potential, preferred candidates and competency of the committee often prevail. After the Interview Committee has dealt with shortlisting, they submit the names of shortlisted candidates to the SGB for invitation to interview.

2.4.7 Stage 7: Interview

After shortlisting, the shortlisted candidates are invited to the interview session by the SGB of the school. Candidates must be informed about the date, time and venue of the interview at least five working days prior to the interview. The interview is conducted in line with the approved guidelines as enshrined in Collective Agreement Number 1 of 2008, Schedule 2: Annexure A to D, depending on the type of post. The panellists must structure the interview session in such a way that it addresses the key functions, duties and responsibilities of the post advertised. The panellists must familiarise themselves with the dimensions as reflected in Schedule 2: Annexure A to D in Collective Agreement Number 1 of 2008.

On the day of the interview, the panel members formulate questions that are in line with the prescriptions of Collective Agreement Number 1 of 2008. Shortlisted candidates must receive equal treatment during the interview session, and after the interview, the Committee arranges the interviewees in order of scores obtained. They also motivate their ranking of applicants, and submit it to the SGB of the school on the same day for recommendation.

2.4.8 Stage 8: Appointment

After the interview, the SGB convenes a meeting where they recommend the interviewed candidates in order of their preference. When recommending the candidates, the SGB must consider certain principles as laid down in Collective Agreement Number 1 of 2008. After recommendation, the SGB submits the names of the recommended candidates to the provincial Head of Department for appointment. Since the Head of Department in the province has the final power to appoint, the appointment may not be in line with the recommendation of the SGB, especially if they did not take the following into consideration:

- Agreed procedures as contemplated in Resolution Number 5 of 2003 (ELRC, 2003)
- The recommendation is not in compliance with the EEA, SASA, the Education Labour Relations Act 66 of 1995 and Education Amendment Act of 2005.

2.5 Induction

Castetter (1986:260) defines induction as a systematic effort to assist the newly appointed candidate to adjust readily and effectively to his/her new responsibility. It enables the newly appointed candidate to contribute effectively and maximally to the institution. Appointment of the best candidate in the identified and advertised post at school level does not end there. The school administrators have to prepare a working station for the newly appointed candidate, who needs to be inducted properly on her/his new responsibilities as demanded by the post.

Newly appointed candidates often have unrealistic expectations of what their work entails; therefore, they need guidance in order to venture well and be productive to the school. Their expectations are associated with the support and cooperation they receive from their mentors. The senior educator perceive themselves as inferior as compared to “*privileged*”, HODs as appointed through democratic principles of interviews. It is an obligatory mandate of the school managers to prepare induction in advance, so as to introduce and welcome the newly appointed candidate to his/her position. Induction specifically assists the new candidate to settle down smoothly and understand the demands and needs of the post and the school.

According to the Chartered Institute of Personnel Development (NCSL, 2006: 28), when correctly premeditated, induction enables the newly appointed candidate to quickly become fully operational in his/her new responsibility. It is a common phenomenon that managerial positions hold challenges for newly appointed candidates, since he/she must adjust to the demands of the post and of the institution.

McBeath, Oduro, Jacka and Hobby (2006: 131) state that managers often experience a culture shock when they have to adjust to the uncertainties of their new role. They often feel that they cannot carry the responsibilities of the job and are anxious about the post. This anxiety can be

alleviated by offering an induction process where the candidates are introduced to the embedded responsibilities of the post. Such induction process is multifaceted and includes touring the school, meeting with stakeholders, and familiarising the newly appointed candidate with the vision and mission of the school.

2.6 Mentoring

As part of the SMT the senior educators and HODs need mentorship in their departments. In this case the mentors of the senior educator and HODs are the principal and deputy principal. The two must assist in guiding of other SMT members in order to realise the vision and mission of the school. Muze, Thomas and Wasden (1992: 310) argue that mentoring relates to the relationship between the inexperienced and the experience manager. This relationship must be of mutual concern and a long term phenomenon.

The newly appointed candidates have unrealistic potentials of what their work would entail; therefore, they need guidance in order to venture well and be an asset to the school. These expectations are associated with the support and cooperation they will receive from their mentors. Senior educators have a perception of the situation as being inferior as compared to those of “*privileged*”, HODs as appointed through democratic principles of interviews.

2.7 Evaluation

The tasks of teachers are evaluated in order to provide information on how well they are performing in their respective classes. Shaw (1995) maintained that “supervision of teachers leads to assessment of their teaching performance”. According to Nyamwe and Mavhunga, (2005) “evaluation and supervision aims at giving evidence of feedback to teacher about their tasks administered to learners”. This will be assisting in detecting difficulties and alerting them to areas that need to be strengthened. Evaluation also helps teachers to implement teaching methods endorsed in the education curriculum.

Chakanyuka (2006) adds that “evaluation serves to ensure that teachers are working according to the plan of curriculum and are developed sufficiently and given responsibility into the teaching field”. SMTs should at all-time be able to check and evaluate the quality of work administered to learners by teachers. As and when they check, SMTs should use the templates as provided by the Department of Education for evaluation and assessment of the tasks given to learners.

Therefore, in relation to quality assurance of the work of the educators, SMTs must make sure that is up to the standard before administered to learners. SMTs are accountable for curriculum management and supervision, they must be able to provide assessment framework for quality teaching and learning. They have to develop subject policies that should direct teachers, making clear what is expected of them in a specific given time. Maile (2003:210) postulates that “to be accountable is to be responsible, explicit about obligations and answerable for one’s actions”. Bisschoff & Mestry (2003: 50) define “accountability as reporting on the control and use of resources, by those accountable for their control and use to those to whom they are accountable”.

SMTs should ensure that teachers adhere to curriculum delivery as enshrined in the pace setters. Therefore, these will enhance successful implementation of departmental policies. If the work of teachers can be evaluated correctly by the SMTs, the schools will be amongst the best in the country in terms of providing quality education.

Senior educators and HODs have a direct obligation for the excellence of teaching and learning that will enhance learner’s achievement. Bush and Glover (2002) argued that “setting high expectations, monitoring and evaluating the effectiveness of learning outcomes will enhance the learner’s mental capacity in education”. Stein and Nelson (2003: 424) argue that “it is necessary for the SMT to know good instruction, to encourage it and to facilitate on-going learning for staff members”.

The responsibility for managing curriculum deliverance is best placed and divided amongst senior educators and HODs as part of SMTs. With the allocation of duties and responsibilities

amongst staff members, educators are expected to lead curriculum deliverance in classrooms while senior educators and HODs have duty for safeguarding actual teaching and learning in their departments. The responsibility of SMTs has moved towards instructional events and the attainment of quality of education.

It is also highlighted that, if teaching and learning are to develop meaningfully, senior educators and HODs will have to devote extra time in overseeing the teaching and learning actions that transpire every day in their learning areas. These will also assist to be able to assure the quality of the teaching materials of educators before administered to learners, as enshrined in the IQMS, which stipulate that SMTs must to the following:-

- Spend more time analysing learners' results.
- Jointly develop departmental improvement plans with their educators.
- Monitor educator classroom records on a regular basis.
- Establish direct observation of educator teaching.
- Set improvement targets with educators.

2.8 Summary

The SGB, as mandated by SASA, has to establish an interview committee. Additional members may be co-opted by the SGB when their expertise is needed at particular interviews. The interview committee is answerable for short-listing. Apart from that the committee is also answerable for interviewing and assessing the candidates for making recommendations for appointment. Each interview committee must elect chairperson and a secretary, whose responsibility is the maintenance of accurate records and the minutes of all meetings.

Records have to indicate the date, the names of all attendees and the constituencies they represent, as well as proof of invitation and transmission of information regarding appointments to Unions. It is imperative that every effort be made to document relevant details in respect of the various selection processes, such as short-listing, interview decisions and motivations relating to the preference lists submitted. Finally, it is the responsibility of the

principal to ensure the safekeeping of all documents for at least two school calendar years (Department of Education, 2007:6).

Castetter (1996) felt that clear recruitment policies should be written in advance of the employment process. In case of the appointment of the senior educators there is a question that needs to be answered by the Department of Basic Education. This question mark arose in the sense that since the implementation of OSD in 2006 when the term emerged it was not clear on the criteria for appointment of the senior educator.

CHAPTER 3: RESEARCH APPROACH, DESIGN AND METHODOLOGY

3.1 Introduction

De Vos, *et al* (2012:142) posit that a research methodology involves a set of decisions regarding the topic to be studied. It includes research approach, population wherein the sampling should come from, research methods, collection and analysing of data. These also refer to the decision and planning that I will be taking and having in processes of my study. These refer to the logical arrangements of my study.

De Vos *et al.*, (2012:307) is of the idea that “research design “as all those decisions a researcher makes in planning of the study”. Briggs *et al.*, (2012:75) defined research design as a scheme or plan that constitutes the research study. This chapter is going to outline the steps that would lead to the answering of the main question.

3.2 Research Approach

In this study the researcher used a qualitative research approach, because he wanted to do a detailed description of the actual situations that the senior educators find themselves when they moderate the teaching materials of the HODs. Cohen, *et al* (2007:47) posits that “qualitative research approach is also referred to as a method which is used in educational research to gather information which is used for inferences and interpretation, explanation and prediction”. Maree (2011:50) presented that qualitative research attempts to collect rich descriptive data. These will assist the researcher to collect valuable data from the senior educators and HODs as participants.

The purpose of the study is to understand the challenges experienced by senior educators in quality assuring the head of departments` teaching materials. Cohen *et al.*, (2007:47) posit that qualitative research is an inductive and exploratory tool, because it is characterised by observing and sensing what is occurring in a natural situation. Qualitative research is primarily concerned with the view that individuals are interacting with the social and economic world for

certain educational phenomena. As one of the qualitative researchers, the researcher would be interested in understanding the meaning that senior educators have constructed in making sense of the education and the experiences they have in moderating the teaching materials of HODs.

3.3 Research Paradigm

This research is situated in an interpretive paradigm. Grant, *et al* (2010:406) are of the idea that “interpretive paradigm suggests that the interpretive researcher’s purpose is to gain understanding of situations that are complex”. Cohen, Manion and Morrison (2000:22) “... the central endeavour in the interpretive paradigm is to understand the subject of human experience”. Employing this model unlocks the chance to find out how senior educators and HODs comprehend the phenomenon of quality assurances and moderation of the teaching materials of other educators based on their teaching experience rather than theoretical knowledge.

This study followed an interpretive paradigm where the main purpose was to gain an understanding of situations that senior educators find themselves in when quality assuring the head of departments` teaching materials. It would attempt to gain an understanding on how senior educators relate with HODs when they (senior educators) quality assure and moderate the teaching materials of HODs in selected schools in the Soetfontein area. Briggs *et al.*, (2012:66) are of the view that interpretive approaches are also good for first phase exploratory studies in order to understand educational processes and procedures.

With the fact that the researcher would be working with senior educators and HODs as participants, the interpretive paradigm will assist in understanding participants` understanding of the world around them. This paradigm is grounded in data which will be generated by the researcher through interacting with participants. Participants would be responding to open-ended questions formulated from the main question.

Since the study is concerned with the quality assuring of the head of departments` teaching materials by senior educators it falls within the interpretive paradigm. The study focussed on four schools spread around the Sekgosese East Circuit in the Mopani District. It used qualitative methodology since it explored the experiences of senior educators in the quality assurance of the heads of department`s teaching materials. Janesick (2003: 69) offers some significant insights into the nature and challenges of qualitative research. She sees the description of persons, places and events as the `cornerstone of qualitative research'. This research enhanced the practical performance of senior educator and HODs in quality assurance and moderating the teaching materials of each other, because it is embedded in an interpretive paradigm.

3.4 Research Design

Briggs *et al.*, (2012:75) defined research design as a scheme or plan that constitutes the research study while McMillian and Schumacher (2010:19) defined it as a procedure for conducting a study which includes the general plan of the project. This study followed the method of a multiple site case study where four schools were involved. Thomas (2010:9) defined a case study as an in-depth survey from numerous viewpoints of the complexity and uniqueness of a particular project.

Bromley (1990:302) in Maree (2011:75) defined a “case study as a systematic inquiry of an event or a set of related events which aim to describe and explain the phenomenon of interest”. De Vos *et al.*, (2012:142) posit that a research design contains a set of decisions regarding the topic to be studied. Welman *et al* (2005:109) stated that the objective of the case study is to investigate a single bounded system.

Therefore, this study examined the experiences of the senior educators in the quality assurance of the head of departments` teaching materials. Hence this study followed a case study; it assisted in understanding distributive leadership theory. The researcher endeavoured to understand the present situations and while also contributing to the existing body of knowledge and adding new findings which contributed to the new knowledge which is related to the topic.

According to McMillan and Schumacher (2010:20) the purpose of the study is to specify an idea for creating pragmatic signals that used to answer the research question as: - What are the experiences of the senior educators in the quality assurance of head of departments` teaching materials? Cohen *et al.*, (2007:87) posit that “the central endeavour in the interpretive paradigm is to understand the subject of human experiences”.

3.5 Research Methodology

De Vos *et al.* 2012:142) posit that a research methodology involves a set of decisions regarding the topic to be studied. It includes research approach, population wherein the sampling should come from, research methods, collection and analysing of data. These also refer to the decisions and planning that were taken and activated in processes of this study.

According to Briggs *et al.*, (2012:75) state that “methodology provides a rationale for the ways in which a researcher conducts research activities”. This study employed epistemology and the researcher’s concern was on the knowledge of the senior educators in the moderation of teaching material of HODs. According to Briggs *et al.*, (2012:15) described epistemology as “central research endeavour which compels the researcher to seek to know the reality about the study.”

3.5.1 Research Site

The study is a minor probing scale that involved four schools in Sekgosese East Circuit, Mopani District in Limpopo Province. From a population of 46 public schools in Sekgosese East Circuit, four public primary schools were selected for the study through a process that involved purposive sampling. With the fact that purpose sampling was implemented, the research site was chosen on the basis of the previous knowledge in relation to the topic of research.

McMillian and Schumacher (2010:127) are of the idea that purposive sampling is based on selecting subjects with certain characteristics; therefore the research sites was purposively selected and it was taken into consideration that the schools sampled must have HODs and

senior educators. These schools were sampled based on the basis of their proximity, accessibility and on their historical background.

3.5.2 Sampling

This study used a purposive sampling method where four public primary schools were selected in Soetfontein area, Sekgosese East Circuit in the Mopani District of the Limpopo Province. McMillan and Schumacher (2006:319) argued that purposive sampling gives the researcher an advantage of choosing the participants who have the potential of providing valuable data based on their competence, knowledge and skills in their various fields of work. These schools were sampled based on the basis of their proximity, accessibility and on their historical background. McMillan and Schumacher (2010:127) are of the idea that purposive sampling is based on selecting subjects with certain characteristics; therefore this research has purposively selected the schools which have HODs and senior educators.

De Vos *et al.*, (2012:232) mentioned that this category of sampling is founded on the judgement of the researcher, where the researcher looks for the elements that are relevant to the research project. In this case the researcher has decided on the population that serve the purpose of the study best. Creswell (2008:53) stated that purposive sampling assists in getting the relevant participants for the project and will enable the researcher to comprehend the social biosphere of senior educators in their endeavour to build and understand their responsibilities in quality assuring of the teaching materials of the HODs.

Participants were two (2) senior educators and two (2) HODs from each of the four schools. According to Moloï (2010:624) “the size of the sample will be sufficient for the purposes of my study and what I wanted to find out about the central concept, moderation and quality assurance of head of departments` teaching materials”. De Vos *et al.*, (2012:392) stated that purposive sampling illustrates features or processes of interest of a study wherein the focus of this study is on the experiences of the senior educators in the quality assurance of the head of departments` teaching materials. The participants as senior educators and HODs have in-depth

knowledge about the topic or by virtue of their professional position, role, expertise and experiences.

3.5.3 Research Methods

The researcher planned to use the combination of different data collection methods, namely interviews and documents analysis. Cohen *et al.*, (2007:141) defined “triangulation as the use of two or more methods of data collection”. The study is a qualitative study, therefore it was not aim to make conclusion in generalisations of ideas as per sampled schools, but instead it have examine the uniqueness of ideas and contexts of each of the selected schools in terms of experiences of senior educators in the quality assurance of head of departments` teaching materials. The data collection methods are as follows:

3.5.3.1 Interviews

Semi-structured one-to-one type of interviews with open-ended questions was used. This assisted in gathering descriptive data in the participants` own words. Briggs *et al.*, (2012:79) and Merriam (2009: 87) suggest that semi-structured interviews are carried out mostly in a qualitative case study which allows the participants to respond in their own way. Therefore the participants were channelled to answers questions even though follow-up questions were asked.

Cohen *et al.*, (2000:268) suggest that the “interview may be used as the principal means of gathering information having direct bearing on the research objectives”. This method enabled the researcher to see the facial expressions, body language and gestures of participants.

De Vos *et al.*, (2012:342) posit that quality of the interview depends on the skills that the researcher possesses. Therefore, before interviewing participants the researcher should have in-depth knowledge of the outcomes that are aimed at and should be able to use the skill of probing information well. An insight on how the participants are interpreting the challenges in quality assurance of the teaching materials of HODs should be developed which in turn enabled

the researcher to understand participants' behaviour and experiences better. The participants will be interviewed on the basis of their availability and understanding of their positions.

3.5.3.2 Documents analysis

The next instrument for data collection was documents analysis which served as a validating technique to the data collected through interviews. Briggs *et al.*, (2012: 297) suggest that documents are required to be examined in the context of the data collection technique and this supports the view of supplementing the interview technique. The aim of documents analysis was to acquire a clear understanding of how the senior educators experience challenges when quality assuring the teaching materials of HODs and to have a reality as to whether the senior educators are given that responsibility as part of SMTs.

Briggs *et al.*, (2012:297) posit that the preserved records of the past give clear evidence of what was done and how. The purpose here was not to monitor the correctness of documents, but to obtain an image of how senior educators believe to be able to perform the job, hence to enrich findings rather than confirm them. Documents analysis was observed as a supportive or additional method to gather information. That information would complement or be set as additional data gathered from interviews.

In addition, I examined documentary sources. The documents were used only to complement interviews and enhance accountability, and as such were not necessarily analysed in detail as substantive evidence. The main documents used were lesson plans, assessment frameworks, projects, record books, mark sheets, subject policies, test and classwork books of the learners and this helped in monitoring what the senior educators had done in connection with the quality assurance of head of departments' teaching materials. For ethical reasons access to documents and records was negotiated in advance. Briggs *et al.*, (2012:298) posit that document analyses is a form of explanatory research that needs the researchers to gather, organise and analyse experimental data in order to produce a theoretical account that describes, interprets or explains what had happened.

3.5.4 Research Procedures

Interviews were used as the principal tool of the data-collection process and were directed to the senior educators and HODs of the schools. Dehaloo, and Schulze, (2013:234) are of the idea that “interview included open-ended questions to invite honest, personal comments from the respondents”. The researcher opted to use semi-structured interviews as the chief data-collection tools on the basis of its layout and formulation.

Cresswell (2003:216) and McMillan and Schumacher (2010:396) support the idea to use semi-structured interviews because they view it as an “approach that permitted the authors to identify trends and explore them further to obtain insight into the topic under investigation”. These questions explored participants’ experience and perceptions of their roles within SMTs in managing teaching materials of senior educators and HODs alike in the school, and their understanding of the opportunities and challenges involved in team management.

Dehaloo and Schulze, (2013:234) posit that “interviews allow for in-depth probing and extended responses”. Questions focused on how senior educators and HODs experienced and viewed moderation and quality assuring the teaching materials of staff members. Sethusha, (2013) posits that “the researchers made every effort to encourage respondents to refer to live experience and narrate live examples of the perceptions they shared”.

3.5.5 Data analysis

Briggs *et al.* (2012:302) posit that documents analysis involves the systematic identification of themes. In this the worthiness of the collected data will be weighed. This will further assist in determining the feelings of participants in face-to-face interviews, while studying their body language and gestures when responding to the interview. Creswell (2008:244-270) acknowledges the transcription of the interviews, coding, validation, interpretation of data and development of themes as one system that should assist in data analysis.

De Vos, *et al.*, (2012:399) and Merriam (2009:171) posit that qualitative data analyses is a process of inductive reasoning, thinking, and theorising which certainly relates to the

understanding of the coded and encoded data for future reference. Hence, the researcher will be using different techniques for data collection that will assist in the analysis of data based on data collection techniques. Cohen *et al.*, (2007:85 & 141) and Willis, Jost and Nilakanta (2007:293) defined “triangulation as the use of two or more methods of data collection”.

A combination of different data collection methods such as document analysis and interviews were used, in order to gain a complete picture of the experiences of senior educators in the quality assurance of head of departments` teaching materials. The result of this study therefore was an amusing product created on experiences of sixteen participants.

Cohen *et al.*, (2007:184) posit that when huge amounts of data are collected an early analysis will reduce it by selecting important features for future focus. Cohen *et al.*, (2007:187) posit that the coded data will form part of the model construction which validated the current model of distributive leadership on the experiences of the senior educators in the quality assurance of head of departments` teaching materials which were instrumental in answering the research question. Using distributive leadership theory allowed the data to speak for itself while concepts and themes will be generated through the process of coding.

Moloi (2010:626) posits that “coding data involved labelling passages of text according to content”. Maree and Pietersen, (2008:47-153); McMillan and Schumacher (2008:33-50) and Creswell, (2009:145-171) contend that the concepts and themes labelled will then be categorised using sub-headings in relation to distribution and delegation of responsibilities. This study, therefore, will not intend to make generalisations but will also assist to examine the unique context of each of the selected schools.

The researcher ensured the reliability of the qualitative data by selecting a minor data collection period, conducting interviews in the natural settings of the senior educators and HODs to reflect the reality of their working situations, by using a tape-recorder during the interviews and transcribing these verbatim, and presenting direct quotes from interviews in the results. For the qualitative data analysis, as recommended by McMillan and Schumacher (2010:371-377).

This implied getting a sense of the whole by reading the interview transcripts; identifying initial codes that were written in the margins; comparing codes for duplication, trying out the provisional coding and refining the coding system. This was done for each category. The categories were pre-determined by the questions in the interview guide by the steps of (McMillan & Schumacher, 2010:369).

3.6 Ethical considerations

Briggs *et al.* (2012: 90) identify the purpose of ethics as assisting and keeping participants safe from harm, building trust and ensuring the trustworthiness of the research. Since ethical issues may curb and minimise the freedom of the researcher, he/she should be able to understand the rights and limitations of participants in the research. McMillan and Schumacher (2010: 101) believe that ethical issues concern beliefs about what is wrong or right from a moral perspective, while Briggs *et al.* (2012: 94) posit that ethical issues may also limit the researcher in manipulating the participants. Against this background, the researcher took care of different ethical issues before he started doing the research.

The first step in this regard was to seek permission (in writing) from the University of Pretoria's Ethics Committee, as well as the Limpopo Provincial Department of Education to conduct the research. The researcher also wrote a letter to the Circuit Office for permission to conduct research in the four selected schools that were chosen based on their proximity and accessibility. The researcher subsequently obtained informed consent from the sixteen participants in line with the definition by Cohen *et al.* (2007: 52) of informed consent, as the procedure by means of which participants indicate that they have been properly informed about the risk and benefits of the research.

Immediately after informed consent was obtained from all stakeholders and participants, the researcher started with the research. Since Cohen *et al.* (2007: 63-65) highlight issues regarding the right to privacy, the sensitive nature of all information obtained, and the anonymity of the participants, the researcher guaranteed the confidentiality of the data and findings and gave an

undertaking that the researcher would not reveal the participants' names but safeguard their privacy and alleviate all their potential fears relating to the study.

Litchman (2010: 52) feel that ethical issues must express a set of moral principles, in other words rules or standards that must govern a person to do well and avoid evil. The researcher therefore, indicated to the participants that all material that could possibly identify a participant would be removed from the data used for the presentation of the findings, unless it was absolutely necessary to highlight such factor as the basis of an argument.

3.7 Enhancing Quality of the Research

McMillan and Schumacher (1997:404-411) are of the idea that trustworthiness must be assured looking on triangulation, verbatim accounts and participants' language. To ensure trustworthiness, triangulation of methods wherein interviews were supplemented by documents analysis in collecting data was used. The interviews were conducted on senior educators and HODs. Direct quotations from the participants were used to illustrate the participants' views.

Member checks also assisted on enhancing the quality of the research. The transcribed data were taken back to members to validate them. Lincoln and Guba (1995) posit that "this is the most crucial technique for establishing credibility". Lincoln and Guba (1995) further posit that "this is when data, analytic categories, interpretations and conclusions are tested with members whom participated in the research". They have to confirm for the originality of the data obtained. The observation was done both formally and informally as members were visited during their spare time. Lincoln and Guba (1995) posit that "opportunities for member checks may arise during the normal course of observation and conversation".

The interviews were conducted in English where clarity was given on the basis of the participants. In qualitative approach validity and reliability is checked based on the following strategies: credibility, transferability, dependability, applicability and conformability which will also assist to validate the research.

Briggs *et al.*, (2012:301) posit that credibility refers to assessing a document for accuracy. This study was credible because it represents accurate descriptions or interpretations of the experiences of my participants. Credibility was obtained from the findings of the research as real experiences. Research findings must be tested against various groups either from the data that were drawn or with persons who are familiar with the phenomenon. The consistency of the research was justified by the fact that findings remained the same if replicated with a similar sample and in a similar context.

Janesick (2003, 71) sees narrative inquiry research as restoring quality information that gets lost in quantitative research, that is, passion. It recognises its major contribution as becoming absorbed in passion for people, passion for communication, and passion for understanding. The research technique that was employed was narrative inquiry, which had provided the researcher with data of perceptions of quality assurances of teaching materials of educators in the schools. The main sources of information in the study were HODs and senior educators.

The decision to use narrative inquiry revitalised on the researcher's own opinion, namely that stories are part of our legacy and enormously educational in developing an understanding of the diverse past of individuals in South Africa. Muijs, Ainscow, Dyson, Raffo, Goldrick, Kerr, Lennie and Miles, (2010:145) posit that the credibility of the research was attained by including different means of data collection and by comparing the evidence from the most recent data with previous studies within the school.

Moreover, the themes and the final version were confirmed by the participants. A literature control provided a framework for contrasting the findings of this study with those of others (Creswell, 2008:102, 103). Therefore, a qualitative inquiry was used and it enabled the collection of data at the site, where participants experience moderation of teaching materials of educators (Creswell, 2009:175). For this purpose, face-to-face interviews with open-ended questions were used.

3.8 Summary

From the above discussion on qualitative research design it was concluded that reliable information on the issue of quality assurance of head of departments` teaching materials should be obtained from senior educators. This chapter has managed to give a detailed description of the research approach, research design, data collection and data analyses, culminating in a discussion on trustworthiness and the limitations of the study. This was done on the basis of chapter one where the theoretical framework of the study was outlined.

The chapter laid the foundation in the preparation of data collection in chapter four.

CHAPTER 4: DATA COLLECTION, RESEARCH RESULTS, FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents clarifications of the findings driven by research questions of this study as the experiences of the senior educators in the quality assurance of head of departments' teaching materials. The outcomes focused on this presentation are of the evidence that school effectiveness dependent on the collaboration between senior educators and HODs in moderation of the teaching materials of educators for quality assurance. An effective school is one in which the school or system-wide purposes become a unifying agent (Stronge, 1993). These variables of quality assurance of head of departments' teaching materials also encompass all the staff members in the school. It was developed from an extensive review of the literature and similar studies as reflected in chapter one, two and three.

In an effort to better understand possible factors that impact quality assurance of teaching materials of educators, this study developed an analysis of possible linkages between senior educators and HODs on management. This investigation provided insight to senior educators, HODs, Administrators and Policy Makers for effectiveness of the school for producing quality education. Therefore, the investigation focuses on four selected public schools in Sekgosese East Circuit under Mopani District as outlined in chapter one.

4.2 Data collection

Cohen *et al.*, (2000: 268) are of the idea that "an interview as a data collection is an instrument used through direct and verbal interaction between respondents and therefore was taken as the first step in the data-collection". The interview encompasses the question and answer method of data obtaining. More data were collected through in-depth interviews and probing as supported by Dehaloo, and Schulze, (2013:234). The process was based on interviews directed to the senior educators and HODs of the schools.

Cohen *et al.*, (2000:268) suggest that “the interview was used as the principal means of gathering information having direct bearing on the research objectives”. The interviews with the senior educators and HODs ranged from fifteen to thirty three minutes. Before the interviews to unfold, the interviewees or participants were to give permission to the researcher to tape record them. The information gathered as notes were worked out by the researcher immediately after finishing each interview with the participants. All the interviews were transcribed on a computer after using a voice recorder.

The interview included ten flexible questions to call for authentic comments from the senior educator and HODs. These questions searched participants’ experiences and insights of their duty within SMTs in handling teaching materials of senior educators and HODs. Questions concentrated on how senior educators and HODs perceived moderation and quality assuring of the teaching materials of staff members.

Poggenpoel (1998:337) suggested that “data (the transcribed interviews) obtained from the different interviews with the senior educators and HODs were coded using bracketing (placing preconceived ideas within brackets) when reading through the transcripts for the first time”. Poggenpoel (1998:132) are of the idea that significant comments were grouped into categories and units of meaning were put into these major categories. A number of sub-categories within each major theme were then acknowledged and grouped. Relationships between the major and sub-categories were identified and reflected as themes.

The four sampled schools had both senior educators and HODs which were appointed on different space of time and in each school, two senior educators and two HODs were interviewed. The senior educators of school A (referred to here as SE/A (1) and SE/A (2)), senior educators of School B (referred to here as SE/B (1) and SE/B (2)), senior educators of school C (referred to here as SE/C (1) and SE/C (2)) and senior educators of school D (referred to here as SE/D (1) and SE/D (2)), while the HODs of school A referred to here as (HD/A1 (1) and HD/B1 (2)), HODs of school B referred to here as (HD/B (1) and HD/B (2)), HODs of school C referred to

here as (HD/C (1) and HD/C (2)) and HODs of school D referred to here as (HD/D (1) and HD/D (2)).

The study allowed the researcher to spend one day in each of the four schools. Throughout this, the school principals of four schools sampled assisted the researcher to selected senior educators and HODs for the research. Both senior educators and HODs were decisively selected according to their willingness to participate. Creswell (2008:53) stated that purposive sampling assists in getting the relevant participants.

4.3 Interview administration.

The interviews lasted approximately between fifteen and thirty minutes depending on the respond of each participant and were tape-recorded and transcribed verbatim. The researcher decided to minimise the number of interview questions to ten to allow the participants to pay attention totally on the research problem. Briggs *et al.*, (2012:302) maintain that documents analyses involve the systematic identification of themes. Creswell (2008:244-270) acknowledges the transcription of the interviews, coding, validation, interpretation of data and development of themes as one system that should assist in data analysis. An interview followed a systematic order for the following ten questions. Questions were supplemented by follow-up questions depending on the response of the participant. Senior educator responded to the following questions:-

1. *Describe your working relationship with HODs.*
2. *How did you cope with your managerial roles?*
3. *How often do you have departmental meetings?*
4. *Do you have subjects polices? If yes how is it implemented?*
5. *How often do you do class visits?*
6. *How do you assess and monitor the work of the HODs?*
7. *Describe the strategy that you use to monitor the teaching materials of HODs.*
8. *How do you ensure that learners are given quality work by HODs?*
9. *Describe the attitude of the HODs when you request their task for moderations.*

10. How do you plan the developmental workshops of you colleagues?

HOD responded to the following questions:-

1. Describe your working relationship with senior educator.
2. How did you cope with your managerial roles?
3. How often do you have departmental meetings?
4. Do you have subjects polices? If yes how is it implemented?
5. How often do class visits?
6. How do you assess and monitor the work of the senior educator?
7. Describe the strategy that you use to monitor the teaching materials of senior educator.
8. How do you ensure that learners are given quality work by senior educator?
9. Describe the attitude of the senior educator when you request their task for moderations.
10. How do you plan the developmental workshops of you colleagues?

These were the questions which the participants were to answer in the interview session, which were used as the main focus points for the main and sub-question. The data collected was validated after a member check was done. The transcribed data were taken back to members for validation. Lincoln and Guba (1995) speculate that “this is the most crucial technique for establishing credibility”. Lincoln and Guba (1995) suggest that “this is when data, analytic categories, interpretations and conclusions are tested with members of those groups from whom the data were originally obtained. This can be done both formally and informally as opportunities for member checks may arise during the normal course of observation and conversation”.

4.4 Findings and discussions

The above ten questions were developed from the main question and sub-question as stated in chapter one. De Vos *et al.*, (2012:399) and Merriam (2009:171) suggest that qualitative data analysis is a process of inductive reasoning, thinking, and theorising which certainly relate to

the understanding of the coded and encoded data for future references. Questions were linked to each other and concentrated on the main ideas being examined.

Immediately after transcriptions, the following themes as working relationships, quality assurance, monitoring, support and development, evaluation, assessment and moderation were developed. Cohen *et al.*, (2007:184) speculate that when huge amounts of data are collected an early analysis will reduce it by selecting important features for future focus. The coded data became part of theory construction which validates the standing theory of distributive leadership on the experiences of the senior educators in the quality assurance of heads of departments` teaching materials which will assist in answering the research question.

4.4.1 Working relationship

Ingersoll and Smith (2004) describe workshops as “support, guidance and orientation programmes for educators during the transition into their first teaching jobs”. Workshops are a dynamic component in debates on teacher development. Educators want support in order to accomplish their duties effectively. Research results indicate that workshop programmes need to be ideal for educators in a more meaningful way in order not to compromise the teaching and learning function. It links pre-service education and classroom practice. It calls upon schools to help educators to settle down in the classroom and into the teaching profession. This was justified by the documents that were analysed were most of them were controlled and filled accordingly.

For the school to be successful in getting good results in education, the onus is upon educators to work as a collective and bounded entity. Both senior educator and HOD must be able to support their colleagues and learners in teaching and learning situations. These was reflected in the information received from documents analysis were the researcher found that there is school stamp on document submitted to senior educator or HOD for quality assurance and moderation. These also encompass the superiority of individual and professional relationships with all members of the school community. Van der Mescht and Tyala (2008:229) are of the

idea that “the formalization of SMTs had enabled principals to spread the workload of managing schools among staff members”.

According to Wenceslaus and Chukwuma (2015: 189) “all stakeholders in education agree that as micro-level practitioners teachers represent a centripetal force in most educational system”. Senior educators and HODs must possess the skills to motivate and inspire staff members to pursue and uphold high ethics of performance in teaching and learning. Most educators in the first question have shown a harmonious relationship that exists between the members of management of the school. They complement each other in relation to the development of education and assist each other in the utilisation of teaching materials. One educator responded as follows:

Describe your working relationship with HODs.

“We are relating very well, I do not think there is any problem that we have encountered as I am asking jobs they are handing over at the right time at the right date.”

This confirms team work in that school, which is based on the establishment of respect and trust. According to Van der Mescht & Tyala, (2008:223) it “is easy to form teams and then claim that the school is structured collaboratively but this needs a major change of character and behaviour of staff members”. The staff members were submitting tasks to managers for approval before can be given to learners. This was proved by the school stamps that were found on the documents like lesson plan, classworks and homeworks, test and projects which were given to learners.

4.4.2 Monitoring

In monitoring, the management of the school is focusing on input and processes that will ensure equity and standardisation of tasks of educators in schools before administered to learners. Grant *et al* (2010:402) are of the idea that within a democratic environment, distributed leadership can be used as a strategy to democratise schools for the quality of

education. During monitoring educators are requested to submit the tasks to senior educators and HODs for quality assurance before they are given to learners. This is done in terms of an educator's organisation before he/she goes to class for teaching. One participant responded as follows to the following question:

How do you assess and monitor the work of the HODs?

"I think the issue of assessment is outlined in the assessment guideline of the school. Then all the teachers including the HODs they have to submit their work before learners can write to me and moderate them we have a problem of some HOD and teachers letting the learners write task, more regularly formal assessment without their work being checked."

Monitoring, as a yard stick for quality education is emphasised by policy, needs to be adhered to by all educators in the school. This is one of the approaches in teaching and learning which assists senior educators and HODs to determine the level of understanding of the learners. They should monitor educators' practice in a systematic way and provide constructive and well informed feedback. Above all, these provide the best prospect and quality education for sustainable school improvement. An education manager has to exercise close supervision over all aspects of work of its subordinate. These will ensure that all assignments, tests, class activities, home activities and projects of learners are completed and done satisfactorily. In many cases educators tend to follow the path of least resistance which, in the school situation, would translate into the so-called *laissez fair* manner of task performance.

4.4.3 Evaluation and Support

If evaluation can be conducted in good purpose at school it can provide and advance the quality of information used in teaching and learning. School level evaluation provides SMT, parents, circuits and District level officials with concrete evidence of school improvement or quality education (Herman, Ashbacher and Winters 1992:3, 5). Thus, a comprehensive teacher evaluation system should be rooted in two broad purposes:

- It should be *accountability-oriented*, contributing to the personal goals of the teacher and to the mission of the program, the school, and the total educational organization, and should provide a fair measure of accountability of performance (i.e., summative focus).
- It should be *improvement-oriented*, contributing to the personal and professional development needs of the individual [teacher] as well as improvement within the school (i.e., formative focus). (Stronge, Helm, and Tucker, 1995)

Evaluation and support in teaching and learning must be seen as on-going processes. Therefore, senior educators and HODs must make sure that as and when they evaluate the tasks of staff members, they have in mind how they are to support the less achieving educators. The less achieving educators were supported through workshops which were organised at school level. They must also not consider it as an inspection but as a form of correcting and assisting others for greater heights. Evaluation can also entail observation of the tasks to be administered to learners by educators as enshrined in the policy documents of the department like pace setters, assessment frameworks etc. One participant responded as follows to the following question:

Describe the strategy that you use to monitor the teaching materials of HODs.

“Normally when we monitor the teaching materials of the HOD we make sure that everything is transparent, we make sure that everybody knows what is expected of them. Everybody is aware of our visit, everybody, becomes professional because we don’t have to be seen like, looking for mistakes so when we meet them, when we assess the resources they also assess themselves before we can assess them. Also we kind of do something like self-evaluation, after they have peer self-evaluated then they will come together as peer, involve themselves and then when we come in we make sure we consolidate all those, kind of assessment that we have been done”

After evaluation the senior educators and HODs must be able to develop a plan of supporting the less achieving educators. They must also be able to observe critically, be able to judge in line of prescribed standards and practices.

4.4.4 Development and workshops

The Department of Education (1998:130-137) purports that “in-service training (INSET) should be seen as an on-going process of professional development”. Farrel, Kerry and Kerry, 1995:115; Oldroyd, Elsner and Poster, 1996:19 posit that “in-service education and training is seen as a process whereby teachers continuously improve their skills, knowledge and attitudes while continuing their employment”.

According to PAM in Chapter C educators have to attend a developmental workshop of at least four hours per year. According to Mosoge (2008: 162, 168-9) staff development is essential in improving the quality of teaching and learning. According to Wenceslaus and Chukwuma (2015: 190) “the professional growth and development of teacher refers to the teachers’ perception that the school provides them opportunities to grow and develop professionally, to continue to learn, and to expand their skills during their work in school”. Some participant responded as follows to the following questions:

How do you plan the developmental workshops of you colleagues?

“Departmental meetings or workshops are held on quarterly terms, as they are imperative for us to have... that will be able to be kept abreast or informed of the new development in terms of learning areas. Actually The new approaches in terms of the learning areas”

The workshops that have been alluded to by the participants in question ten must also assist as in-service education and training. These should also be seen as an on-going process of professional development whereby educators will continuously improve their skills, knowledge and approaches while serving the Department of Education. These workshops also assist in the improvement of the learners’ learning experiences through educators’ enhancement. In this

manner the educators should be viewed in the light of reviewing, renewing and extending their commitment to the education of their learners. The development of educators through attending workshops as in-service training should be focused on school improvement and personal professional growth.

In order to improve the quality of the education system, the Department initiated a system referred to as Integrated Quality Management System (IQMS) which was enshrined in the Education Labour Relation Council (ELRC). IQMS embraced or initiated three integrated systems, namely the Developmental Appraisal, Whole School Evaluation and Performance Management System which aim at promoting accountability, monitoring effectiveness of the school, providing support and evaluating teachers' performance. One participant responded as follows to the following question:

How do you plan the developmental workshops of you colleagues?

"IQMS is also assisting in planning the developmental workshops; I mean to identify the weakness of educators. From the IQMS we check where we can improve. Like is reflected in the SIP-school improvement plan. We identify the weakness of educators and we meet together in the meeting, so that we hold meeting we know how to address in that particular meeting as contemplated in or as reflected in the IQMS. Because IQMS gives us areas where teachers struggle then in the plan we know what to address in the particular meeting."

Harris (2003:320) posits that senior educators and HODs as part of management must be able to organise school based workshops where subject content will be discussed and the mentoring of colleagues and collaboration with others members in the development of education in schools will be developed.

4.4.5 Assessment

Dehaloo and Schulze (2013) view that “assessment is my most important focus because it guides me and the learners as well; it tells us where we are and where we aren’t, where we are okay and where we have problems”. I view assessment as a judgemental strategy to educators on how they practice their professional obligations. In fact, it was not assessment; it was called evaluation and emphasised class tests and examinations. This evaluation relied a lot on the educator’s personal judgement; what they know, how they know it and how they look at a particular aspect of teaching. The researcher thinks that has changed tremendously now, how we look at teaching has changed and we are far more objective now.

The NCS assessment guidelines define assessment as “a process of making decisions about a learner’s performance. It involves gathering and organising of information (evidence of learning) in order to review what learners have achieved. It informs decision making in education, and helps teachers to establish whether learners are performing according to their full potential and making progress towards the required levels of performance (or standards) as outlined in the Assessment Standards of the NCS (DoE, 2007:10)”

Section 3(4)(1) of the National Education Policy Act, 1996 (no. 27 of 1996), makes provision for the determination of the national education policy regarding curriculum frameworks, core syllabi and education programmes, learning standards examinations and the certification of qualifications, subject to the provisions of any law establishing a national qualifications framework or a certifying or accrediting body.

I would then, say assessment is a technique of shaping where learners are in terms of what has been taught, grasped and understood, where learners are now on pace setters. So it highlights educators’ direction of where learners are, what knowledge they have acquired. It also guides educators in what they still need to redo for the progress of the learners.

These documents allude to the issue of assessment as a tool for measuring the academic performance of the learner as a duty to senior educators and HODs. As part of management,

HODs and senior educators must complement each other in making sure that learners are assessed regularly. One participant responded as follows to the following question:

How do you assess and monitor the work of the HODs?

“The works of HOD are assessed at short intervals quarterly to ensure that there is progression or progress within their work and they are monitored in order to ensure that there is a smooth running of the school.”

As curriculum managers the senior educators and HODs are mandated by the policy as enshrined in PAM Chapter A to supervise the work of the department they are allocated to in school. This also entails the assessment of the teaching performance of staff members in aiming to provide feedback to help the less developed educators to gain insight into the new approaches of education or of the subject they are offering. According to Maphosa and Ndamba (2012:77) it is argued that teachers are assessed in order to provide information on how well they are performing to detect difficulties.

The National Policy on Assessment and Qualifications for Schools in the GET Band (Department of Education, 2007) clearly stipulates that assessment is an essential measure of teaching and learning where the teacher has to meet diverse needs of learners in the classroom. Senior educators and HODs are essential figures in schools to realise learners’ diverse needs, which are in line with the requirements for assessment in promotion requirements as outlined in CAPS documents.

4.4.6 Moderation

It is a priority or pre-requisite for all school based departmental heads and senior educators to moderate the tasks of all staff members before administering them to learners. These are carried out in line with policies as set for assuring the quality of the work of educators before it is given to learners. In order to check the quality of tasks given to learners the senior educators

and HODs are mandated by policies and their positions to evaluate the teaching material of staff members. One participant responded as follows to the following question:

Describe the attitude of the HODs when you request their task for moderations.

“As we sit together with the HOD in the school management team in the meeting it makes the attitude to be very professional. There is no negative attitude like vendetta, which is negative to the normal teaching. The fact that we sit together and that we plan together makes our job to be very professional.”

Monitoring is a pillar of quality assurance of the tasks of educators in a teaching and learning situation. It is conducive to reliability in the learning outcomes as it signifies the authenticity of the work that must be administered to learners. Monitoring must be in line with the templates that are provided by the Department for moderation.

4.4.7 Quality assurance

Soman, (2006: xvi) defined that “quality assurance refers to the process whereby educators are evaluated on the quality of their delivery both inside and outside the classrooms to assess whether successful educational outcomes are achieved”. Senior educators and HODs are expected to conduct quality assurance in a transparent, accountable, supportive, developmental and inclusive manner. The main purpose of appointing senior educators and HODs is to promote the quality education through learning and teaching. Therefore, these can be realised if the tasks of educators are quality assured before administered to learners.

Eade (2004:1) maintains that “educators view the SMT with a certain degree of non-collegiality as there is a perception that they tell educators what to do and expect them to comply”. These sentiments are shared by Wright (2003:1) and Smout (2002:42-44) who maintain that “educators perceive the SMT to serve the function of enhancing quality of education through coercive managerialism, as well as disguising the quality assurance process as that of organizational democracy”.

Given the centrality of teaching and learning, HODs and senior educators have to contribute positively to the supervision of the curriculum. Senior educators and HODs as middle supervisors need to concentrate more strongly on teaching and learning as managers of the curriculum in schools. The starting point of quality assuring of the teaching material of staff members is to advance the vision of the school and the implementation of Department policies.

One participant responded as follows to the following question:

How do you ensure that learners are given quality work by HODs?

“Here we assess the work before learners can write the task sometimes you find that HODs are letting the learners write assessment task, formal assessment without their work being checked. Some do cooperate and bring their work for assessment and monitoring before they can let learners write the task and also they accept their mistakes and change and insert what is needed in that assessment task.”

Senior educators and HODs need to outline strong anticipations of their learners in teaching. Educators must demonstrate good practice in their own teaching and leadership activities. Senior educators and HODs must always lead the staff members by being the good examples in teaching and learning. They must always be the first to meet the deadline of submission and adherence to policies that govern their department.

One participant responded as follows to the following question:

How do you ensure that learners are given quality work by HODs?

“Don’t forget that curriculum is the driving force behind the day to day or daily activities of the educators. So, because of the policy that is where we engage the educators regarding their pace setters regarding the number of formal and informal task. That is where quality has been assured. And again we make sure that each and every activity more specially the

formal activities, before they are given to the learners they are quality assured and moderated, so that their work should of quality and not quantity.”

The essential tools for ensuring quality assurance of teaching material of educators are monitoring, support and evaluation and taking into account the pace setters; assessment frameworks and policy statement as provided by the Department. Senior educators and HODs should offer decent copies of lesson preparation, subject knowledge, pace setters, teaching approaches, assessment, and support and monitoring.

On 18 March 2008 the Minister of Education announced the launch of the Foundations for Learning Campaign, aimed at improving the quality of reading, writing and numeracy at all grade levels. This campaign was started on the basis of improving the quality of education in school. Weller (1995:15) believes that quality education can only be provided when teachers are totally committed and this commitment can only occur when they are empowered.

4.5 Summary

This chapter gave a full version of the research methodology approved for the study, data collection methods and instruments, the population sample, the procedures involved, data collection processes and analysis of the data collected. In this research review, the researcher found the study’s participants very cooperative and helpful. The whole study team was able to provide more material than was predictable. Visiting the sampled schools which contributed to the research showed a very valuable exercise, as the researcher was able to scrutinise the experience of the senior educators in the quality assurance of head of departments` teaching materials.

In this chapter it was established that senior educators and HODs are very important role players in creating an effective school; more specifically in the moderation of teaching materials of Heads of Departments. Moreover, the democratic or consultative form of engagement

between the two in terms of management of curriculum relates much towards expertise, professionalism and commitment.

Gultig and Butler (2002, 4) argued that management of curriculum in schools should not be seen as the task of the few but as an activity in which all members of educational organisations engage. Furthermore, both senior educators and HODs as mandated by Departmental policies must make sure that curriculum is implemented accordingly in schools. The main purpose of School Management Team at schools is to promote effective teaching and learning in order to produce quality education which is sustainable and accountable at the end.

CHAPTER 5: CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents a discussion of the study's findings as highlighted in chapter four. It is obvious that while some schools are well managed with the utilisation of senior educators in collaboration with HODs had produced quality education, other schools that partook in the study are not well managed; hence there is a conflict of the long serving educators who do not want to cooperate well with the management of the school. It was also noted that there was an increasing lack of seriousness and commitment among managers in the schools. While a few numbers of factors affecting school performance were identified and discussed, more emphasis was on senior educators and HODs as managers of curriculum.

The results in this research allow a better understanding of the managerial obligations of both senior educators and HODs in a teaching and learning situation. It became evident from the empirical study that senior educators and HODs are key persons in the effectiveness of the quality assurance of head of departments' teaching material. This is seen against the background of their mandate by PAM in Chapter C as the managers of curriculum in school.

5.2 Conclusion

The majority of the participants indicated that the way in which quality assurance of teaching material is carried out by senior educators and HODs is in line with the templates as provided by the department and justified by the documents which were analysed. Thus it helps the school to realise its vision and mission as enshrined in the school policy. Castetter (1996) suggested that the primary role of the board of education was to develop policies, while the role of administration was to implement those policies. The role of the senior educators and HODs is becoming more challenging in this era of educational power decentralisation. The senior educators and HODs need an extraordinary level of specialised information and self-directed decision making when confronted with professional challenges in the teaching and

learning situation. There is evident that the senior educators and HODs do their work of quality assuring the work of each before given to learners. This was justified by the documents like planned and stamped lesson plan, controlled classwork books, marked test, and other documents which were used for analysis.

The main purpose of appointing senior educators and HODs is to promote quality education through learning and teaching. Senior educators and HODs are expected to show brilliance in the practical expertise of teaching and learning in the subjects that they are offering in school. The role of the senior educators and HODs in the current school system is both significant and complex. School 1 participants indicated collaboration and team specifically on content gap, school 2 talked more on workshop attendance as a form of training and capacitating educators, school 3 emphasised team work and acknowledgement of policy as a driving force towards quality education while school 4 raised distribution of work to all educators with expertise for quality education.

The essential tools for ensuring quality assurance of teaching material of staff members are monitoring, support and evaluation. The department should offer decent models in relation to lesson preparation, subject knowledge, pace setters, teaching approaches, assessment, and support and monitoring. Senior educators and HODs should monitor the work of educators in an orderly way and deliver positive and well informed feedback. Above all this will provide a superlative vision of sustainable school development where sound teaching and learning is the main focus. Most participants acknowledged that the department is trying in supporting school even though is not enough.

Therefore, SMTs must provide a vibrant anticipation of their learners' results, and show decent proof of their own teaching and leadership activities. The HODs and senior educators must always lead the staff members by being setting a good example in teaching and learning. They must always be the first to meet deadlines of submission and adherence to policies that govern their departments.

5.3 Recommendation

Since the introduction of the South African Schools Act (SASA) in 1996, much has changed in the management systems of schools. SASA provided for schools to be run in partnerships. Thus, this has been supplemented by PAM in Chapter C which alludes to the professional obligation of all staff members in school. The aim of SASA is to decentralise power to schools, so that decisions can be made by those who understand the needs of the learners best (Gultig and Butler 2002). Senior educators and HODs as managers of curriculum are expected to know the policies that empower them to carry out their work of management diligently for quality assuring the tasks of educators before given to learners.

Therefore, management should not be seen as the task of the selected few but as an activity in which all members with relevant expertise in educational organisations are engaged fully for the realisation of educational aim and objective (Gultig and Butler 2002: 4). Discussions revealed that the senior educators and HODs participate genuinely in school development processes through their expertise as demanded by the positions that they are occupying in schools. They must be able to deal with issues quality assurance of teaching materials of staff members that may need to hamper the developmental progress of the school. Grigsby *et al.*, 2010; Duze, 2009; Hill, 1990; Porter and Brophy, 1988 are of the idea that “all activities and resources in schools should be optimised to ensure that teaching and learning are implemented effectively”.

In this attitude, advised Grigsby *et al.* (2010) “that the contributions of experienced teachers to various improvements in teaching and learning should not be allowed to die with their retirement from schools”. This entails that the expertise of senior educators and HODs must be inculcated to other staff members for use in future, something which will only happen through workshops and reporting. It is the accountability of the SMTs, through effective decentralisation of leadership, to create an atmosphere and philosophy where an operative system of information distribution takes place with the ones who have more knowledge in order to close the content gap.

5.3.1 Working relationship

Most of my participants have responded positively in relation to the working relationship amongst staff members, more, specifically in the quality assurance of teaching materials. This is also confirmed by the code of conduct as enshrined in South African Council of Educators (SACE). For the school to function as an oiled machine a good working relationship must exist amongst staff members. They must be able to complement one another in all educational activities. Both senior educators and HODs must be able to relate well and to support each other for the development of the school. These working relationships should include quality of personal and professional relationships.

The main drivers of successful teaching and learning are teachers. Hence, quality teachers who can perform their responsibilities with great commitment are prerequisites for successful and excellent education (Grigsby et al., 2010; Duze, 2009a; Hill, 1990; Porter and Brophy, 1988).

5.3.2 Managerial roles

Most of the participants highlighted that they are coping well with their managerial roles. As and when they request tasks for quality assurance educators submit without problem. Senior educators and HODs are subject specialists, therefore they are entitled to direct and manage the curriculum in school. As mandated by the pieces of legislature like SASA and PAM, they must oversee that educators comply with prescribed regulations as drafted for each subject. Bush, Joubert, Kiggundu, and van Rooyen (2009:3) posit that “the responsibility for managing teaching and learning must be shared amongst SMTs and educators”.

It is the responsibility of all educators including HODs and senior educators to make sure that teaching and learning is managed properly in schools and the tasks of educators are quality assured by administered to learners. As members of SMTs senior educators and HODs have to report on the curriculum coverage for their department as outlined in the departmental documents like pace setters, assessment frameworks, etc. They must also moderate, evaluate and monitor the teaching material of educators.

5.3.3 Departmental meetings

Most of the participants acknowledged that every department in the school hold its meetings as prescribed by the subject policy. Even though there are differences in the responses of the participants in terms of how they conduct their meetings, it shows that meetings are held. Most issues discussed on those meetings relate to the development of educators in relation to the content gap of the subjects. They also relate to how the content that is taught to learners should be enriched and quality assured.

5.3.4 Subjects policies

According to Wenceslaus and Chukwuma (2015: 189) stated “teachers primarily are important agents that implement the objectives of educational policies and who work towards the achievement of such objectives in the school system”. Educational policies are the driving force towards educational development and enrichment. According to Kallaway, (2007:30) educators are considered to be the end users of education policies. They must make sure that subject policies are drafted and are followed properly. These policies also guide senior educators and HODs in how they should quality assure the teaching materials of educators. Policies must be used for all subjects; hence all educators are to be held accountable on what they have taught to learners. Subject policies dictate to educators what is expected to from them in a teaching and learning situation. All school based departments must have its own policy that should guide educators in relation to the numbers of tasks that must be given to learners.

5.3.5 Class visits

With the responses received it became clear that class visits can also be used as a monitoring tool for teaching and learning. Senior educators and HODs should have a time table and should not only rely on IQMS to visit educators in order to check as to whether they teach in line with the required standard as portrayed in pace setters. According to Wenceslaus and Chukwuma (2015: 189) stated that all stakeholders in education agree that as micro-level practitioners teachers represent a centripetal force in most educational system.

According to Bansilal and Wallace (2008) “continuous learning and development is a necessary requirement for every individual teacher because teachers who fail to continue learning after their pre-service training will fail to fulfil their roles effectively”. If educators can be continuously assisted on the way they manage their classes, therefore education of learners will be improved.

5.3.6 Assessment and monitoring

The National Policy on Assessment and Qualifications for Schools in the GET Band (Department of Education, 2007) clearly stipulates that “assessment is an integral part of teaching and learning where the teacher has to meet diverse needs of learners in the classroom”. Therefore, senior educators and HODs are essential figures in schools to realise learners’ diverse needs, which are in line with the requirements for assessment in promotion requirements as outlined in CAPS documents. When senior educators and HODs assess the teaching materials of educators they are checking the quality of the work that should be given to learners.

5.3.7 The strategy that you use to monitor the teaching materials

The school should be able to draft the plan to be used in monitoring the work of educators for quality assurance before administered to learners. This plan will assist senior educators and HODs on how, when and why they should quality assure the teaching material of staff members.

5.3.8 Quality assurance

Morgan and Murgatroyd (1994: 45-46) defined “Quality assurance as the determination of standards, appropriate methods and quality requirements by an expert body, accompanied by a process of inspection or evaluation that examines the extent to which practice meets these standard;” The essential tools for ensuring quality assurance of teaching material of educators are monitoring, support and evaluation and taking into account the pace setters assessment frameworks and policy statement as provided by the department. Senior educators and HODs should provide good models as provided by the Department of Education in terms of lesson

preparation, subject knowledge, pace setters, teaching approaches, assessment, and support and monitoring.

An essential component of the function of education managers as senior educators and HODs is to ensure quality assurance at school level in relation to the tasks given to learners. According to Eade (2004:1-7) education managers at school levels' behaviour as managers of curriculum has "a direct impact on staff performance, productivity, satisfaction and turnover". An essential component of the function of education managers is to ensure quality assurance at school level as proclaimed by pace setters and assessment frameworks.

5.3.9 Attitude of the staff members

According to Wenceslaus and Chukwuma (2015: 189) stated "teachers primarily are important agents that implement the objectives of educational policies and who work towards the achievement of such objectives in the school system". The attitude of the senior educators, HODs and staff members must not be based on social contact and behaviour only, but must also be guided by the Code of Conduct and professionalism as enshrined in SACE.

5.3.10 Developmental workshops

The workshops that have been alluded to by the participants should also assist as in-service training, because that is where they will be discussing new teaching approaches and methods. Developmental workshops must be an on-going process of professional development whereby educators will continuously improve their skills, knowledge and approaches. These workshops also assist in the improvement of learners' learning experiences through educators' enhancement.

Workshops should be about the improvement and personal professional growth of educators. According to Wenceslaus and Chukwuma (2015: 190) stated that "the professional growth and development of teacher refers to the teachers' perception that the school provides them opportunities to grow and develop professionally, to continue to learn, and to expand their skills during their work in school".

Wenceslaus and Chukwuma (2015: 190) stated that “the emphasis on teacher empowerment has grown from a variety of roots and dimensions as pointed out by various scholars and studies”. According to Wenceslaus and Chukwuma (2015: 196) argued that “teacher empowerment is a must for every government to adopt for promotion of quality education in their systems”.

5.4 Recommendation for further studies

Based on the research findings, it is recommended that further research should be done on appointment of the senior educators in schools. There should be a clear working relationship between HODs and senior educators and these should be documented by the Department of Education. The department should create a leadership pool in schools where competent educators will be elevated to management positions. The department should also create opportunities for Circuit, District and Provincial Officials to support schools at short intervals.

Circuit Managers should cluster schools at their zonal location for Cass moderations and should be able to support the school quarterly. The department should appoint more Circuit Officials to assist the school in the implementation of policies as pronounced by the Basic Department of Education.

5.5 Limitation of the study

The sample used in the study was restricted to four schools in Mopani District, Sekgosese East Circuit in Limpopo Province only. The system of operation of other Circuits and Districts or even other Provinces may not necessarily be the same as that of Mopani District, Sekgosese East Circuit in Limpopo Province. Thus, the results cannot be generalised to all schools in other provinces of South Africa.

Secondary and High schools and private/independent schools were not included in the study. The results should therefore be generalised to these schools with great caution. The investigation was qualitative only.

5.6 Summary

This chapter presented the summary and conclusion of my topic as the experience of the senior educators in the moderation of teaching materials of HODs. My findings and discussions were based on the data collected from senior educators and HODs. This chapter presented a discussion of the study's findings as highlighted in chapter four. It is evident that while some schools are well managed, a number of schools from the study are not well managed, and actually the study's findings can also be generalised to other schools in the country.

It was also noted that there was an increasing lack of seriousness and commitment among teachers. While a number of factors affecting school performance were identified and discussed, the emphasis was on leadership and in particular the leadership style employed by the school principal. The chapter has highlighted the significance of senior educators' training and continuous professional development. Inadequate preparation of senior educators for their leadership roles was singled out as one of the factors responsible for 'cool school' performance. In a number of schools staff members were not involved in decision-making processes.

In an effort to better understand possible factors that impact quality assurance of teaching materials of educators, this study developed an analysis of possible linkages between senior educators and HODs on management levels of the school. This investigation will provide insight to senior educators, HODs, Administrators and Policy Makers for effectiveness of the school for producing quality education. Therefore, this investigation focuses on four selected public schools in Sekgosese under Mopani District as outlined in chapter one.

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List of appendixes

Appendix A: Application letter to province



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

08 February 2014

The Head of Department

Limpopo Department of Education

P.O.BOX X9489

Polokwane

0700

PERMISSION TO CONDUCT RESEARCH STUDY

Dear Sir/ Madam

Application to Conduct Research in Mopani District, Limpopo: Sekgosese East Circuit.

I am writing to request permission to conduct a research study at your schools. I am currently enrolled in the Education Leadership Program at the University of Pretoria in Groenkloof Campus, and am in the process of writing the master's mini thesis. The study is entitled as: "What are the experiences of the senior educators in the quality assurance of head of departments` teaching materials?" if given the permission I will interview teachers in the Mopani District, Sekgosese East Circuit.

My research topic is within the terms and conditions of the Research Ethics Committee of the University of Pretoria that I must get permission from the Department of Education before conducting interviews with my participants in relation to my field of study. This is also reflected in the research methodology of the project under sampling, data collection and data analyses and interpretation.

If approval is granted, the participants will be interviewed for 30-45 minutes after school and permission will be asked for the use of this time as well. The individual results of this study will remain absolutely confidential and anonymous. No cost will be incurred by either your schools or the individual participants.

Your approval to conduct research will be greatly appreciated.

Sincerely

Researcher: Mampshe M.F. (Mr)

Supervisor: Dr Vimbi P.Mahlangu

Signature

Signature

Contact: 082 774 5823

012 420 5624

Email: mampshemf@hotmail.com

vimbi.mahlangu@up.ac.za

Appendix B: Application letter to the circuit



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

The Circuit Manager

Sekgosese East Circuit

P.O.BOX 136

Mooketsi

0835

RE: PERMISSION TO CONDUCT RESEARCH Dear Sir/ Madam

Dear Sir/madam

RE: REQUEST TO PARTICIPATE IN A RESEARCH PROJECT

I am writing to request permission to conduct a research study at your schools. I, Mampshe Mashao Frank Student Number **28672802**, MEd student in the Department of Education Management, Law and Policy at the University of Pretoria hereby request your permission to conduct research interviews with teachers in Mopani District, Sekgosese East Circuit as part of my Master's Leadership Program.

My Research Project is titled: **“What are the experiences of the senior educators in the quality assurance of head of departments` teaching materials?”** It is within the terms and conditions

of the research ethics committee that I must get the permission from the Department before conducting interviews with my participants in relation to my field of study. This is also reflected in the research methodology of the project under sampling, data collection and data analyses and interpretation.

I hope that my request will be granted.

Yours sincerely,

.....
Mr Mampshe MF (Mr)

Researcher's signature
Contact: 082 774 5823
Email: mampshemf@hotmail.com

Supervisor: Dr Vimbi P.Mahlangu

Supervisor's signature:.....
012 420 5624
vimbi.mahlangu@up.ac.za

Appendix C: Application letter to the principal



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

Department of Education Management and Policy Studies,
University of Pretoria

Researcher: Mampshe M.F. (Mr)

Cell: 082 774 5823

Email: mampshemf@hotmail.com

Supervisor: Dr. Mahlangu V.P.

Email: vimbi.mahlangu@up.ac.za

The Principal

Dear Sir/ Madam

Application to Conduct Research in Your School: Sekgosese East Circuit.

I am writing to request permission to conduct a research study at your schools. I am currently enrolled in the Education Leadership Program at the University of Pretoria in Groenkloof Campus, and am in the process of writing the master's mini thesis. The study is entitled as: "What are the experiences of the senior educators in the quality assurance of head of departments' teaching materials?" if given the permission I will interview teachers, Sekgosese East Circuit.

My research topic is within the terms and conditions of the Research Ethics Committee of the University of Pretoria that I must get permission from schools before conducting interviews with my participants in relation to my field of study. This is also reflected in the research methodology of the project under sampling, data collection and data analyses and interpretation.

If approval is granted, the participants will be interviewed for 30-45 minutes after school and permission will be asked for the use of this time as well. The individual results of this study will remain absolutely confidential and anonymous. No cost will be incurred by either your schools or the individual participants.

Your approval to conduct research will be greatly appreciated.

Sincerely

Researcher: Mampshe M.F. (Mr)

Supervisor: Dr Vimbi P.Mahlangu

.....
Signature

.....
Signature

Contact: 082 774 5823

012 420 5624

Email: mampshemf@hotmail.com

vimbi.mahlangu@up.ac.za

Appendix D: Participants` consent form



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

Participant`s Consent Form

Iagree/ do not agree (delete what is not applicable) to take in the research project to be conducted by Mampshe Mashao Frank who is a Masters student at University of Pretoria. The topic of the research being: **“The experiences of the senior educators in the quality assurance of head of departments` teaching materials?”**

I understand that I will be interviewed about this topic for approximately one hour at the venue and the time that will suit me, and will not interfere with my school activities and teaching time. The interview will be audio recorded and a convenient place will be arranged for the researcher.

I also understand that documents analysis will be done on the following:- lesson plans, assessment frameworks, educator`s portfolio, learner`s portfolio, projects, record books, marksheets, subject policies, and tests. Therefore copies of the above documents will be made available for the researcher

I understand that the researcher must subscribe to the principles of:-

- *Voluntary participation in research*, implying that the participant might withdraw from the research at any time.
- *Informed consent*, meaning that research participants must at all times be fully informed about the research process and purposes, and must give consent to the research.

- *Safety in participation*, meaning that the participants will not be placed at risk or harm.
- *Privacy*, meaning that the confidentiality and anonymity of participants should be protected.
- *Trust*, which implies that participants will not be respondent to any acts of deception or betrayal in the research process or its published outcomes.

Signature

Date

Appendix E: Senior educator interview protocol

Senior educator interview protocol

“The experiences of the senior educators in the quality assurance of head of departments’ teaching material

Name of interviewer:

Name of interviewee:Pseudonym:

Gender:

Time of interview:

Date:

Place:

Our Primary Schools have problems in regard to the quality assurances of the teaching materials of head of departments by the senior educators. Senior Educators is a new concepts which has emerged immediately after Occupational Specific Dispensation (OSD) in 2006 as enshrined in the Resolution Number 5 of 2006 of Education Labour Relation Council (ELRC). The concepts has come into surface when the Department recognises the teaching experiences of the serving educators in teaching fraternity. My research will investigate the experiences of the senior educator in the quality assurance of head of departments’ teaching materials.

Senior educators as part of school management must be allocated managerial responsibilities in terms of their fields of specialisation. Considering their experiences in teaching and learning situation, principals must be fully aware of their expertise and use it optimally for the development of the school. My research is a qualitative study and will use a single case study in which it will investigate the experiences of the Senior Educator in moderating the teaching materials of the HODs

Questions

1. Describe your working relationship with HODs.
2. How did you cope with your managerial roles?
3. How often do you have departmental meetings?
4. Do you have subjects polices? If yes how is it implemented?
5. How often do class visits?
6. How do you assess and monitor the work of the HODs?
7. Describe the strategy that you use to monitor the teaching materials of HODs.
8. How do you ensure that learners are given quality work by HODs?
9. Describe the attitude of the HODs when you request their task for moderations.
10. How do you plan the developmental workshops of you colleagues?

Appendix F: HOD interview protocol

HOD interview protocol

“The experiences of the senior educators in the quality assurance of head of departments’ teaching material

Name of interviewer:

Name of interviewee:Pseudonym:

Gender:

Time of interview:

Date:

Place:

Our Primary Schools have problems in regard to the quality assurances of the teaching materials of head of departments by the senior educators. A senior educator is a new concept which has emerged immediately after Occupational Specific Dispensation (OSD) in 2006 as enshrined in the Resolution Number 5 of 2006 of Education Labour Relation Council (ELRC). The concept has come into surface when the Department recognises the teaching experiences of the serving educators in teaching fraternity. My research will investigate the experiences of the senior educator in the quality assurance of head of departments’ teaching materials.

Senior educators as part of school management must be allocated managerial responsibilities in terms of their fields of specialisation. Considering their experiences in teaching and learning situation, principals must be fully aware of their expertise and use it optimally for the development of the school. My research is a qualitative study and will use a single case study in which it will investigate the experiences of the Senior Educator in moderating the teaching materials of the HODs

Questions

11. Describe your working relationship with senior educator.
12. How did you cope with your managerial roles?
13. How often do you have departmental meetings?
14. Do you have subjects polices? If yes how is it implemented?
15. How often do class visits?
16. How do you assess and monitor the work of the senior educator?
17. Describe the strategy that you use to monitor the teaching materials of senior educator.
18. How do you ensure that learners are given quality work by senior educator?
19. Describe the attitude of the senior educator when you request their task for moderations.
20. How do you plan the developmental workshops of you colleagues?