A LEADERSHIP PERSPECTIVE OF THE CREATION OF OPPORTUNITIES FOR PROFESSIONAL TEACHER DEVELOPMENT IN DIEPSLOOT COMBINED SCHOOL.

by

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DISSERTATION

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SUPERVISOR: DR P DU PLESSIS
DEDICATION

I dedicate this study to my husband Leslie and our daughters Ambrosius and Venetia, who supported me unconditionally throughout my academic journey, and gave me the liberty to pursue my goal unhindered. I will always regard them as a true gift from God.
DECLARATION

I hereby declare that the dissertation submitted to the Faculty of Education Management, of the University of Johannesburg - in fulfilment of the Masters degree, is my own work. Apart from the recognised assistance, this dissertation has not been formally submitted to another university for any other degree.
I wish to express my sincerest gratitude to the following:

- God Almighty for the inner strength, courage, confidence, resilience, perseverance, persistence and the patience He bestowed upon me. Jeremiah 29:11.
- My supervisor Dr. Pierre du Plessis for his support and guidance.
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ABSTRACT

Professional Teacher Development (PTD) is an ingredient essential to the creation of effective schools, positively impacting learners’ performance and enhancing teachers’ knowledge, skills and attitudes, which are imperative in improving learner performance. Effective PTD requires considerable time, must be well organised, be carefully structured, purposefully directed and focused on both content and pedagogy. It should be cost effective, in terms of time and effort persistent to teachers’ needs, relevant, practical and educationally sound. It is not a single stroke; one must work hard so as to attain mastery. PTD is an effective transfer of knowledge-sharing from within the institution, supporting critical junctures in its networks, ensuring integration within the externally. When carried out correctly, it is the key to ‘recharging’ teachers, giving them the tool they need. Principals are being challenged about what constitutes quality in education, and are forced to make efforts to change the status quo – instead of cocooning themselves in isolation. They have to design coherent and purposeful programmes effecting learning which is accompanied by change in behaviour, perception, thinking, beliefs, values, and awareness. It also will alter insight, and involve new patterns of operation, new strategies and new procedures. A structural PTD is determined by the specific institution’s context, helping to overcome teachers’ negative reaction to school-based PTD. They will be changed in major ways, both in terms of their teaching practices and their personal behaviour as there is no substitute for on-the-job learning with opportunities to reflect on action. One potential way to enhance PTD is to utilise constructivist strategies with the teacher. For PTD to be effective and bring improvement within the institution, the teachers should meet regularly to explore common problems and seek solutions based on shared experiences and collective wisdom. School-based PTD will cause DCS teachers to shift cultural paradigms, instil new values and goals, and help shape their professional identity, taking the micro-environment of DCS into cognisance. A good PTD needs to be mindful of connecting good theory to classroom practices, as quality PTD is the vehicle for providing the knowledge needed to support effective teaching – an adult institution. No improvement efforts can succeed in the absence of thoughtfully planned and well-implemented PTD.
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1.1 INTRODUCTION

This study examines school-based professional teacher development (PTD) as a critical, reflexive inquiry that seeks to understand the processes of PTD within Diepsloot Combined School (DCS) as a case study. It attempts to understand how leadership in schools like DCS can enhance PTD, increasing the knowledge and skills of teachers substantially, providing collegial opportunities to learn, and is linked to solving authentic problems defined by the gaps between learner achievement and performance. The researcher worked as an insider, with twelve members of a school management team (SMT) and 44 teachers over a period of eight years as they engaged in PTD activities and upgraded their studies. The researcher witnessed the entire staff of 56 grow and understand what PTD meant to them, developing a case, drawn from all the participants which indicated the range of issues that emerged in embracing it.

This study will adopt a phenomenological approach as it is concerned with the question of how the SMT and teachers of DCS make sense of PTD in their institution. It will show how the researcher’s epistemological claims of PTD are linked to school improvement, enabling teachers to learn from those who have contemporary strategies for institution and assessment. In this chapter, a summary of the study will be outlined, stating the argument which emanates from the problem statement to be addressed.

1.2 BACKGROUND

DCS is located within a poor socio-economic, extremely disadvantaged political and historical context. It is within the Diepsloot Informal Settlement in the far north of Johannesburg within the Gauteng province. DCS is a product of the unequal distribution of educational resources in South Africa that is a legacy of the apartheid era. Therefore, the interactions that take place within
the process of continuous school PTD do not take place in a vacuum. This school was established in 2001, when most of the teachers were young and inexperienced. As such, it is essential to understand the process of PTD in such a school with its relatively young staff, inadequate teaching and learning resources, and learners from very poor socio-economic backgrounds. The researcher is motivated by the desire to understand how leadership in schools such as DCS can enhance the professionalism of teachers.

PTD is a process of increasing the knowledge and skills of teachers, substantially providing collegial opportunities to learn, and is linked to solving authentic problems defined by the gaps between learner achievement and learner performance (Darling-Hammond & Bransford, 2005:127). Teachers have a task of becoming transformative intellectuals, which can be achieved by helping learners to acquire knowledge of social structures within DCS, as well as being able to reflect critically on these issues (Higgs, 1995:136).

Schools are not only important as places for teachers to work, but also as places for them to learn. The culture of PTD is closely linked to school improvement, and without it school reform would not happen as it requires the improvement of teaching (Hawley & Valli, 2005:128-129).

1.3 RATIONALE

The rationale for this study is to illuminate how to fill the gap of the contextual knowledge we have about PTD in schools, such as DCS, in our country, South Africa. PTD is now at the heart of school improvement in South Africa. Principals as leaders can adopt a number of perspectives in the process of establishing and implementing PTD, and adopt a number of perspectives in the process of school development, the principal as a leader will use non-coercive influence to shape the goals of the group (SMT and teachers), motivate behaviour toward the achievement of those goals, and help define the teachers’ and school’s culture (Woodman, Sawyer and Griffin, 1999:293-321).
This study is important because the creation and promotion of continuous school-based PTD lies at the heart of school improvement in this context. Effective PTD begins with what will really help learners learn, engaging the teachers who are helping them to learn, and this will in turn effect the school holistically (Easton, 2008: 757). The importance of this study for the researcher lies in an interest to critically explore how professionalism and leadership practices are emphasized so as to impact positively in creating and promoting PTD in a poorly resourced school within an informal settlement.

School-based PTD was initially regarded as a coequal policy instrument for promoting change and should not be reckoned as the centerpiece of an educational reform project. PTD is critical of new demands on education, including that of educating learners to high levels of more sophisticated forms of practice which can only be achieved through PTD. Reforms in education depend on and are central to teacher learning, and reform cannot succeed unless teachers change some of their beliefs and practices, and inculcate habits of working with others through PTD (Sykes, 2005:152-153).

1.4 PROBLEM STATEMENT

Due to the low standards of teaching as well as the poor learner results in DCS, there is an imbalance in the potential and capacities of teachers which has led many to perceive them as unable to make sound judgment about curriculum delivery or teaching methods on their own. This created a need for greater knowledge and skills for teachers. Unless these conditions are changed, it will be difficult to raise teaching and learning standards in DCS, or to maintain a large pool of learner enrolment, which is important for the survival of schools.
Reforms have emphasized the need for teachers to possess critical thinking and advanced disciplinary inquiry skills, in particular teachers who can do more than simply leading learners through textbooks, employing methods of so-called ‘rote learning’. Rather, they should be teachers who can educate learners for inquiry and invention, as well as having the capacity to reach learners traditionally left behind (Darling-Hammond and Stykes, 1999:17). As the goals of education locally and globally change from the acquisition of basic skills and facts to the development of higher-order thinking which entails cognitive processing, including analysis, evaluation and synthesis (creation of knowledge), they further involve the learning of complex judgmental skills, such as critical thinking and problem-solving to be used in novel situations (other than those with which the skill was learnt). Teachers of this calibre must also possess performance skills encompassing:

- **Mutuality of engagement**, engaging the DCS, SMT and teachers responding in kind to their actions, having the ability to establish relationships within the DCS context in which this mutuality is the basis for an identity of participation as teachers of this school.

- **Accountability to the enterprise**, denoting the ability to understand the enterprise of the DCS community of practice deeply enough to take some responsibility for it and contribute to its pursuit and to its ongoing negotiation by the DCS community.

- **Negotiability of the repertoire**, entailing the ability to make use of the repertoire of the practice to engage in it. This requires enough personal participation by teachers in the history of the DCS practice to recognize it in the element of its repertoire. It requires the ability, capability and legitimacy to make this history (PTD in DCS) more relevant to the current community (Wenger, 1998:136-137). PTD is also dictated by society’s conception of what teachers need to know they are able to do. For teachers in DCS, learning is an issue of engaging in and contributing to the practices of the school community (Wenger, 1998:9). Therefore, the latter issues constitute the gap that this study addresses. In addition, such findings will contribute to an understanding of continuous school-based PTD.
Against the above background, the primary research question arises: “How does the leader create opportunities within a school to promote PTD in DCS?” Based on the main research question, the following sub-questions will be explored:

**SUB-PROBLEMS**
- What is the meaning of PTD in this context?
- How is continuous school-based PTD established in a poorly resourced school within an informal settlement?
- What role does the school leadership play in creating opportunities for PTD in DCS?
- What are the lived experiences of leaders and teachers in the process of PTD?
- Which leadership perspectives are conducive for PTD?

**1.5 AIM OF THE STUDY**

The purpose of this study is to examine and explore the process of school-based PTD from a leadership perspective, using experiences of DCS as a case study. This study intends to investigate leadership perspectives of a school principal in school-based PTD programs. Specifically, the researcher is interested in examining how the school principal can create an enabling environment and opportunities for the SMT and teachers. This would be such that they could improve and change their professionalism in key areas, for example instructional development; curriculum development and implementation; curriculum evaluation; classroom assessment and how to monitor their own work within the purview of performance-based management as articulated in the Integrated Quality Management System (IQMS) policy documents. (Department of education- Circular 18/2007)
This study aims at understanding the gap in knowledge about how the process of PTD is planned, implemented and evaluated in a school in a poor African residential area with very limited teaching and learning resources and inexperienced teachers. The focus is on examining leadership perspectives because it is the principal as a leader who is responsible for setting the strategic direction of the school-based PTD and creating an enabling environment in which this process takes place effectively.

The main aim of this study is to explore the creation and promotion of opportunities for continuous school-based PTD in DCS from a number of leadership perspectives. Based on the above, the objectives of this study are to understand school-based PTD in the context of DCS, critically explore how school-based PTD can be improved in DCS and examine the role of DCS leadership in creating opportunities for continuous school-based PTD.

1.6 CONCEPTUAL FRAMEWORK

Wolcott (1994: 43) argues that: We need a theoretical framework that helps us to link education to the broader macro social, political, ideological and economic issues in our society if we are to clearly understand what is happening in our schools… theory can serve both analytically and interpretively… It is probably used more often analytically for the purpose of providing structure… for interpretation theory provides a way to link our case studies invariably with larger issues.

In choice of theoretical perspective, the researcher is guided by the following questions: How does the knowing subject (the researcher) come to know the other (the SMT and the teachers)? In addition, how can the researcher respect the perspective of the other (SMT and teachers)? (Kincheloe & McLaren, 2005:324-326). As such, the researcher has opted for a critical ethnography, which draws its theoretical framework from critical sociology, especially the work of the Frankfurt School of thought represented by Jurgen Habermas. As Bourdieu and Wacquant (1992) argues, the researcher is an
actor in the social field under analysis, whilst for Quantz (1992:448), “critical ethnography is one form of an empirical “project” associated with critical discourse”, a form in which a researcher utilizing field methods that place the research on-site to represent the culture, the consciousness on the lived experiences of people living in asymmetrical power relations… as a “project”. Critical ethnography is recognized as having conscious political intentions that are oriented toward emancipatory democratic goals.

For this study to pass as critical, it has to be part of a larger critical post-colonial and post-apartheid discourse of school-based PTD. As such, theory will not be bifurcated from method. As Quantz (1992:449) argues, “method is fully embedded in theory and theory is expressed in methods”. The study will adopt a critical ethnographic approach because it is situated within the larger public sphere of educational reform in South Africa, “that allows it to become the starting point for the critique and transformation” of school-based PTD in DCS (Simon & Dippo, 1986:197, quoted in Quantz, 1992:448). Quantz (1992:448) further claims that “critical ethnography refers to studies which use a basically qualitative, participant-observer methodology, but which rely for their theoretical formulation on a body of theory…”. Critical ethnography has the ability to make concrete manifestations of marginalized cultures located in a broader sociopolitical framework, as is the case in DCS. In critical ethnography, knowledge is seen as utopian and transformative as is the case of PTD in DCS (Quantz, 1992:462).
1.7 CLARIFICATION OF CONCEPTS

The researcher clarifies key concepts that underpin the case study so as to develop a conceptual framework for this research.

1.7.1 Professional Teacher Development

Borrowing from the work of Shulman (1987), Hawley and Valli (2005), and Sykes (2008) PTD refer specifically to the process in which teachers are exposed in a reflexive manner to developing their skills, attitudes and knowledge in, *inter alia*, the following areas: content knowledge; classroom organizational management; curriculum knowledge; pedagogical content knowledge; knowledge of learners; knowledge of the changing nature of educational contexts; school and communities; as well as knowledge about the purposes and values.

Darling-Hammond et al. (1999:16-17) argue that the defining characteristic of a profession is that it is knowledge-based and client-orientated, as well as being committed to using the best available knowledge on behalf of the clients (DCS learners) being served. This commitment cannot be ensured when the SMT and teachers of DCS do not encounter or master PTD, being accountable and responsible for defining, transmitting and enforcing standards of practice based on professional knowledge and ethical commitments. This process requires the teachers within DCS to reach a consensus about what is worth knowing and how it can best be transmitted, using these inferences as the basis for regulation of PTD programmes within the school. This is the motivation behind the efforts of the researcher as school leader to engage the teaching staff in the PTD process.
1.7.2 Leadership

Leadership is an elusive concept, however for the purpose of this study the researcher adheres to Woodman et.al (1993:293-321) view that is “the use of non-coercive influence to shape the groups or organization’s goals, motivate behaviour toward the achievement of those goals, and help define group organization culture”. For O’Toole (2001:159), leadership is an observable and learnable process, for whom key attributes include those that distinguish principals who are good leaders from those that are not include how they develop the following attributes:

- **Vision and strategy**: which is an elaborate and systematic plan of action and a collective belief in what the organization and its members can become, both serving as guidelines of how to achieve PTD in DCS.
- **Goal-setting and planning**: will promote long-term vision and motivation to accomplish the end-point of PTD in DCS.
- **Resource-allocation and utilization**: critical for the provision of Learner Teacher Support Material (LTSM), ensuring that teachers have the necessary resources for teaching and the ability by the very teachers to efficiently and effectively utilize and sustain these very resources.
- **Group measurement and performance appraisal**: the groups in this instance will be the different phases within the school, namely Foundation Phase (FP); Intermediate Phase (IP); Senior Phase (SP) and Further Education and Training band (FET), as SMT and teachers will be measured on team work; and the performance appraisal will be measured through IQMS.
- **Risk management**: it is the discipline of identifying, monitoring and limiting risks when creating PTD opportunities in DCS.
- **Knowledge acquisition and transfer**: through PTD and SMT, teachers of DCS will acquire knowledge which they in turn will transfer among themselves and to learners. These are basic cognitive processes in obtaining and storing knowledge.
• **Communication of the organization’s vision:** this would imply effective internal communication which is vital in addressing DCS’s concerns and ensuring collegial actions.

• **Creativity and marketing the organization:** the SMT and teachers are being encouraged to be innovative, generating new concepts and ideas, thinking laterally about new ways of curriculum delivery, selling the school to legible learners, and ensuring a continuous flow of learner enrolment.

For the purpose of this survey, Collins (2008) states that an effective leader (principal) is one who “builds enduring greatness through a paradoxical combination of personal humility plus professionalism”, and catalyzes commitment to and vigorous pursuit of a clear and compelling vision, whilst also stimulating the group to high performance.

According to Coleman and Early (2005:11-21), Goleman (2008:37), Fullan (2004:74-75) and Sergiovanni and Starrat (1993), the leadership perspectives that will be examined in this study are as follows.

1.7.2.1 **Instructional leadership**

Alluding to the way principals take a leadership role in organizational and individual learning. The study stresses the centrality of learning, focusing on good teaching, effective learning and achievement. It focuses on the core activity of the school, the learning and teaching of learners. Key concerns are the curriculum, teaching and learning, and monitoring of learning, as should be the norm in DCS.
1.7.2.2 Transformational leadership

Transformational leadership focuses on capacity-building of teacher, and should be seen in terms of its relationship with transactional leadership which is identified as a contrast between the leader and the led. It implies that the leader will look after the interests of the led as long as they carry out their contractual duty, that of teaching learners in DCS. It offers a comprehensive approach to leadership that will help those in and served by current and future schools. Transformational leaders do more than transactional leaders, translated into the “Four I’s”:

- Idealized influence: transformational leaders are role models, as is the case in DCS, and their followers emulate them. The leader considers the needs of others rather than her own, demonstrates high standards of ethical and moral conduct and avoids using power for personal gain.
- Inspirational motivation: the leader inspires followers by providing meaning to the work of others through the development of a vision for the future (the DCS vision). Team spirit and enthusiasm are encouraged as the vision of the future is communicated.
- Intellectual stimulation: leaders encourage innovation and creativity and question the existing state; however, there reigns a positive and supportive environment where new ideas and approaches are not criticized because they are different from those of the leader.
- Individualized consideration: where the needs of each individual are considered and coaching and mentoring are the norm.

This leadership style stresses development, including new learning opportunities within a supportive climate where individuals’ needs are recognized and two-way communication is encouraged. The leader personalizes interaction with her followers, where she (leader) remembers previous conversations, listens effectively, delegates’ tasks and offers supportive mentoring.
1.7.2.3 Moral leadership

Advocates of moral leadership stress the importance of values as being at the heart of educational leadership. It is a leadership style that is important in Education, since here professionals are charged with the care and development of young people. It pleads for authenticity in leadership, which is concerned with ethics and morality and with deciding what is significant, what is right and what is worthwhile. It encompasses democratic values which translate into the classroom through a change in the power relationships of teachers and learners; where learners take charge of their own learning and teachers act as facilitators.

1.7.2.4 Participative leadership

Participative leadership involves the sharing of decision-making, and is related to the collegial style of management. The leadership style is participatory with principals making efforts to get views from the school’s stakeholders (teachers, learners and the community). Principals lead by example, encouraging teamwork and peer coaching, on a voluntary footing rather than forcing teachers to join in new initiatives.

1.7.2.5 Managerial leadership

Managerial leadership requires organization, of technical and functional aspects in which structures and procedures are important. It is a style equated with bureaucratic and hierarchical organizations, with the principal at the apex of the school, exercising strong leadership. The school is run according to rules and targets, in a style which draws on classical management theories. It stresses working to targets, with little consideration of people. The Department of Education (DoE) encourages this type of leadership style as it promotes accountability and performance. It is a target-driven style of leading, making schools more business-like.
1.7.2.6 Contingent leadership

Contingent leadership requires variation in the principal’s role. He or she must be able to articulate the school’s vision, embodying values and creating an environment for the things that can be accomplished. It recognizes the ability of a leader to affect human behaviour and has the potential to influence a group of people (SMT and teachers) to move towards its goal setting and goal achievement.

1.7.2.7 Emotional intelligence

Emotional intelligence relates to the self-awareness, self-regulation, motivation, empathy and social skills of the principal. There are five domains of emotional intelligence which are defined as:

- **Self-awareness**, which is the ability to recognize one’s emotions, and strengths and weaknesses. This is related to a sense of self-worth and confidence;
- **Self-regulation** encompasses the ability of an individual to control his or her emotions rather than allowing them to control him or her;
- **Motivation** is the strength of will needed to meet goals, and the drive to improve;
- **Empathy** requires the principal to portray integrity and respect for others, having the ability to listen to them with skill, supporting the teachers in journeying together through a process, and portraying sensitivity and understanding;
- **Social skills** that help the leader to recognize that all people (SMT and teachers) need to be nurtured liked and accepted by others.
1.7.2.8 Intentional leadership

Intentional leadership is a leadership style which uses metaphors of invitation, encouraging positive self-concept and positive inclinations towards others (DCS, SMT and teachers). It encourages optimism, believing that teachers have talents and potential, encouraging them to revisit their vision, values and self awareness so as to enhance their personal leadership framework (Deiss, 2009; 55-66)

1.8 SCOPE OF THE STUDY AND LIMITATIONS

This study will be undertaken at DCS, in the Johannesburg North District, one of 15 districts in the Gauteng province of South Africa. The study intends to research how opportunities for school-based PTD are created in DCS by the school's leadership, using the experiences of eleven SMT members (nine HODs and two deputy principals) and a sample of 13 teachers from across the four phases of the school. As already noted, DCS is situated within the informal settlement of Diepsloot.

The research focuses on the social actors’ experiences regarding the creation of opportunities for school-based PTD by the school’s principal, and on ways the school principal creates enabling environments and opportunities for teachers so that they can improve and change their professionalism in key areas, such as curriculum development and implementation, instruction development and classroom assessment.

Currently PTD flounders without a supportive school environment, and cannot be separated from school development. Without PTD, school reform and improvement would not happen, as it is essential for school effectiveness, that learning-enriched schools support PTD (Darling–Hammond & Bransford, 2005: 128-130). Improvement of schools requires the involvement of teaching (Hawley & Valli, 2005:128-129).
DCS is an all-black learners’ school with nine different vernaculars. A study of this nature could be useful to most teachers in South Africa as it reflects the conditions in most black South African schools. This is a single case study, as a large scale study would be extremely expensive and time-consuming. A limitation of this study is the sample size, and the participants are to be selected based on certain criteria: two deputies – male and female; three HODs – all male; and thirteen teachers – five males and eight females. The SMT and teachers are between the ages of late-twenties to early-forties. This period is characterized by professional aspirations. The sample will include both Primary and High School teachers as DCS is from grade naught to matriculation, covering all phases of the learners’ school years. The scope of the researcher’s sample is well suited to achieve the main objective, which is to explore the role of DCS leadership in creating opportunities for school-based PTD, critically exploring how school-based PTD can be improved in DCS, and further understanding school-based PTD in the context of DCS. The researcher will explore the above issues by the questions asked during the interviews, to be conducted by a neutral person outside the school community, as the researcher is the school principal, and would not wish the SMT and teachers to feel coerced into participating. The choice of the criterion-based strategy is guided by the research paradigm of qualitative methodology, describing and discovering meanings that are generated by the social phenomena under study (Merriam, 1998:5-9).

The limitations of this study are the inability to construe global generalizations from the findings since this is a single case study focusing on school-based PTD in DCS, which is in an informal settlement. These findings will not be representative of ex-model C, private (independent) and some township schools with affluent socio-economic backgrounds. The patterns that emerge may not necessarily be the same as those which would do so in other schools.
1.9 RESEARCH DESIGN

A research design requires a logic that links the data to be collected and conclusions to be drawn to the initial question in the case study, how school-based PTD is being created and promoted in DCS, a school without a permanent structure within an informal settlement. In terms of a research design, this study lends itself to qualitative research methods of data collection, analysis and interpretation of the findings, because the intention of the researcher is not to predict but to understand, and explain educational phenomena.

1.9.1 Research Methodology

The researcher also opted for a qualitative research design because the aim was to ask broad general questions, collect data from participants during observations and interviews, and analyse data by describing interesting and developing themes (Creswell, 2008:64). Qualitative research design is “flexible” and “emergent” because the goal was not only to understand the process of creating and promoting continuous school-based PTD, but also to describe and discover meanings that are generated by the social phenomena under study (Merriam, 1998:5-9). Further qualitative research design guided the researcher in the process of collecting, interpreting and analyzing data from open-ended questions, semi-structured interviews, observations and photographs, conducted on site at DCS. It also helped the researcher to understand the content of the setting of the site and in the process gather information (Creswell, 2003:9). Qualitative research is used to establish an empathetic understanding for the reader, through thick descriptions, conveying to the reader what experience itself would convey (Stake, 1995:39).

As a research strategy, the researcher has opted for qualitative methods because they are inductive, constructivist and interpretive, and enable immersion among the subjects of study, namely the SMT and teachers of DCS. In the process, the researcher is able to grasp the subjective meanings of social action during the process of continuous school-based PTD. A
constructivist approach helped in grasping how the process of continuous school-based PTD is being continually recreated by the social actors, i.e., the SMT and teachers. The researcher was interested in developing a grounded theory at a broad conceptual level about the interactions of principals and teachers during the process of continuous school-based PTD.

A grounded theory had to be developed from the data because there was not a theory that helps explain the process of continuous school-based PTD in poorly resourced African Schools with inexperienced teachers. Grounded theory is a qualitative research approach that was collaboratively developed. Its systematic techniques and procedures of analysis enabled the researcher to develop a substantive theory that meets the criteria of doing “good” science, and finding significance, theory observation compatibility, generalizability, reproductibility, precision, rigour and verification (Corbin & Strauss, 1998:25-27). As Creswell (2008:432) noted, such a theory when developed “fits the situation, actually works in practice, is sensitive to individuals in a setting, and may represent all the complexities actually found in the process”. Focus is put on a process approach, theoretical sampling, and constant comparative data analysis, developing core categories, theory generation, themes and codes.

Since the purpose of this study is to examine and explore the social interactions of DCS leadership and teachers in the process of school-based PTD, this study will adopt a phenomenological approach. This is appropriate for finding how the SMT and teachers make sense of the world (DCS) around them, and in particular how the researcher should exclude all preconceptions concerning her own grasp of “that world”. Methodologically, the focus is on examining the lived experiences of the principal, SMT and teachers as they plan, develop, implement and evaluate their school-based PTD programmes. Concern will also be with the utilization of leadership perspectives articulated above. Therefore, a constructivist approach will be adopted in terms of observing the social interactions of a principal and her SMT and teachers. As noted by Bryman (2004:17):
constructivism is an ontological approach which asserts the social phenomena and their meanings are continually being accomplished by social actors... social phenomena and categories are not only produced through social interaction, but they are in a constant state of revision.

As such, the research will use leadership perspectives described above as a framework to observe and analyse the interaction of a school principal and her SMT and teachers.

Since the researcher is also the principal of the school (DCS), a “reflexive” approach was adopted in the data-collection process. As Bourdieu and Wacquant (1992:40) contend, a reflexive approach entails “the systematic exploration of the unthought-of categories as well as guiding the practical carrying out of social inquiry” into the interactions of the SMT, teachers and the school leadership (principal, two deputies, and nine HODs) in the process of school-based PTD. The “organizational and cognitive structure of the discipline” (Bourdieu & Wacquant, 1992:40) of school-based PTD were examined as the researcher was subjected to the same critical analysis as that of the object of study, that is the interactions of the SMT and teachers during the school-based PTD. In a sense this is an auto-ethnographic approach to the study because it is also a “reflective self-examination by an individual set within her cultural context” (Creswell, 2008:475).

A single case study approach was used for this research as it enabled the researcher to provide a rich critical view and analysis of school-based PTD at DCS, with a detailed view of process, interactions and meaningful systems. It assisted in revealing more meaningful data about the case of creating and promoting school-based PTD. Its data can yield specific insights that form the basis for hypothesis testing (Turner, 2006:56). A case study is one of the ways of conducting social science research when the focus is on social phenomena (PTD) within some real-life contexts (DCS). In this instance, this research is a critical and reflexive case study, arising from a desire to understand complex social phenomena of promoting PTD, allowing the critical
view to retain the holistic and meaningful characteristics of real life events, such as creating opportunities and promoting school-based PTD (Yin, 1994:1-3).

As Stake (1995:1) notes, cases of interest in education are people who are interested in them for both their uniqueness and commonality as is the case at DCS. Creswell (2008:476) states that a case such as the one under study (school-based PTD at DCS) is unusual and has merit in and of itself. Such a case study is regarded as an intrinsic case. As already cited the focus of the study is an insider-researcher’s perspective of the process of school-based PTD which is under investigation (Babbie, 2008:104-111).

1.9.2 Population

The units of analysis are the DCS’ SMT and teachers, therefore purposive sampling was used. It is a non-probability sampling method in which units of analysis are selected and observed. A sample of 13 teachers was selected across the four phases within the school, which is FP; IP; SP and FET band of DCS; two deputy principals, a male and female, and three HODs, three males, based on the researcher’s judgment (Babbie, 2008:204).

1.9.3 Data Collection

The following data collection techniques were used in this research study:

1.9.3.1 Observations

This entails looking at the social actors in DCS during the process of school-based PTD, making measurements of what is seen and looking at the way things actually appear. Observations will be made in this study to collect empirical data (Babbie, 2008:46-47; 121). The researcher entered the world of the social actors, whose experiences it was felt would provide relevant study material for this research project. Field notes concerning the experiences of the DCS’s SMT and teachers formed part of the data. The use of multiple
collection methods is referred to as ‘triangulation’, and demonstrates rigour and allows cross-checking for internal validity. Triangulation is a corroboration of research findings from the same respondents, in this study SMT and teachers (Turner, 2006:638).

1.9.3.2 Interviews

A qualitative interview is an interaction between an interviewer and the respondents, in which the former will be fully familiar with the questions to be asked (Babbie, 2008:335-336). This study utilized semi-structured focus group interviews as well as individuals’ interviews. This was aimed at gathering lived experiences of the social actors during the process of school-based PTD (Mouton, 2008:105). The researcher requested an independent expert interviewer outside the school community to conduct the interviews, using open-ended questions until a point of saturation was reached. As school principal, the researcher did not wish the participants to feel coerced to participate in this research and so compromise their true reflections regarding the topic (Hawley, 2008; Hannabus & Gordon, 1996; Kvale, 1996).

1.9.3.3 Photographs

Based on the saying “a Picture is worth a thousand words”, the researcher used photographs as a means of collecting data. They were intended to compliment what the participants said, but through a non-verbal medium.

1.9.4 Data Analysis

As this is a single case study, data analysis will be non-numerical. Data was collected for the purpose of discovering underlying meanings and patterns of learning relationships within and among the units of analysis (Babbie, 2008:415). The data will be deconstructed and reassembled in a more meaningful format. Analysis, synthesis and direct interpretation of the data collected (Stake, 1995:71-75) will enable the researcher to produce trustworthy findings.
1.9.5 Trustworthiness of the Qualitative Research Study

The aim of the research is to produce reliable and valid knowledge that can be used to help other researchers, as well as the general population, to understand the phenomena of the school-based PTD being researched, and have the confidence in the conduct of the investigation and the result of the study. For research to be trustworthy, reliability, validity, credibility and triangulation must be accounted for.

- **Reliability**
  
  Reliability is the quality of the measurement method that suggests that the same data would have been collected each time in repeated observations of the same PTD phenomena within DCS (Babbie, 2008:520). This is a degree of consistency of data.

- **Validity**
  
  Validity describes a measure that accurately reflects the concept of creating and promoting opportunities for school-based PTD, intended to measure the field research, providing measurements with greater validity. Through validity, the researcher will give detailed illustrations of the process of school-based PTD programs in DCS (Babbie, 2008:343-523).

- **Credibility**
  
  Credibility relates to objectivity and the extent to which the findings can be believed. It is assisted through triangulation and requires eradication of biases in the research (Yin, 1994: 90-99).

- **Triangulation**
  
  This is the process in which different data sources are cross-checked to make sure that the research findings and interpretation are valid and accurate. According to Creswell (2008:266), “triangulation is the process of corroborating evidence from different individuals”. In this case study, the individuals are the SMT and teachers of DCS. The process of triangulation involved comparing different types of data.
collection methods as themes were developed. This ultimate objective is to make sure that the researcher develops a study that is both accurate and credible (Creswell, 2008:266).

1.10 DIVISION OF CHAPTERS

Chapter one has introduced the research study. It explained the topic being researched – “A leadership perspective of the creation of opportunities for school-based professional teacher development”. The main purpose of this study is to examine and explore the process of school-based professional teacher development from a leadership perspective using experiences of DCS as a case study. The research design, methodology and data collection were also briefly discussed. Important concepts used throughout the study were highlighted and explained, concepts such as professional teacher development; instructional leadership; transformational leadership; moral leadership; participative leadership; managerial leadership; contingent leadership and emotional leadership were defined.

A literature survey will assist the researcher to conceptualize the research. Chapter two will present the literature which supports the researcher’s objective, accessing what other researchers have established through their investigations regarding school-based professional teacher development.

The focus in chapter three will be on the logic that links the data to be collected and conclusions to be drawn to the initial question on the case study of how school-based professional teacher development is being created and promoted in DCS. An in-depth discussion will be presented concerning the choice of the research design, as well as the research methodology and how data is collected and utilized.
Chapter five analyzes and interprets the data collected. Underlying meanings and patterns of learning relationships within and among the social actors will be discussed (Babbie, 2008:415). Analysis and synthesis in direct interpretation of the data collected will be completed (Stake, 1995:71-75).

The aim of chapter six is to make a summary of the study, stipulate the findings, draw the main conclusions, and provide recommendations stemming from the findings of this study. An in-depth discussion of the findings and conclusions of the study will be presented. Recommendations for further research and for improving school-based PTD will be highlighted.

1.11 SUMMARY

DCS, like all public schools in South Africa, is located within a particular socio-economic, political and historical context. It is a product of the unequal distribution of educational resources in the country inherited from the apartheid era. Therefore, the interactions that take place within the process of school-based PTD do not take place in a vacuum. DCS was established in 2001 when most of its teachers were young and had inadequate teaching and learning resources, and the learners were from very poor socio-economic backgrounds within the informal settlement. The low standards of teaching and poor learner results in DCS have resulted in an imbalance in the potential and capacities of teachers which has led many to perceive these teachers as unable to make sound judgment about curriculum delivery and teaching methods on their own.

The researcher is motivated by the desire to understand how leadership in schools like DCS can enhance the professionalism of teachers. The researcher’s epistemological claims are that PTD is linked to school improvement, enabling teachers to learn from those that have contemporary strategies for instruction and assessment, as schools are not only important as places for teachers to work but also as places for them to learn.
This study lends itself to qualitative research methods of data collection, analysis and interpretation of the findings because the intention of the research is not to predict but to understand and explain educational phenomena. The researcher has also opted for a qualitative research design because she is interested in asking broad general questions, collecting data from participants during interviews and analyzing data by describing interactions and developing themes. The researcher will adopt a reflexive approach in the data collection process.

In the next chapter, the relevant literature on PTD and how leadership impacts professional development will be discussed.
CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

Good quality teacher education and the ongoing professional development of teachers is vital to the well-being of any education system. (The South African Council for Educators). Teacher development and support hold the key to the provision of quality education. It does not matter whether a school is well-resourced, but rather whether it has highly qualified, skilled and motivated teachers, without whom the quality of learning and teaching will suffer. The effectiveness of any teacher development model will depend on the goals which the system PTD wishes to achieve. (schoolnet.org.za). The aim is to develop skills in employed professionals (Osman & Castle, 2006:525).

2.2 THE ROLE OF LEADERSHIP AS A TRAIT FOR PTD

Leadership tends to mean the authority of office and is dependent on a variety of strategies designed for goal achievement (Foster, 1989:39). Leadership’s role in PTD cannot be over-estimated. The leader perceives a vision of where she or he wishes to take the organization (school). It is important to display patience in dealing with transformational issues; exhibit charisma, a necessary ingredient for attaining unequivocal teacher support; and display innovation and creativity essential for managing unpredictable change situations when implementing PTD in DCS. The principal, as leader and researcher, should motivate the teachers to change to the new paradigm of PTD implementation, which must be embraced by the DCS teachers, acknowledging that these very teachers possess inherent strengths (Vinger & Cilliers, 2006:7). The essence of leadership is that as principal one has to have a vision that is articulated clearly and forcefully on every occasion at school. (Brainyquote.com, 2005 in Fernald, Lloyd, Solomon, George, Tarabishy and Ayman, 2005).
An effective principal should be people-orientated, able to negotiate solutions to problems, use collegial management styles and be a risk-taker. The DCS principal, if she wishes to implement PTD successfully, has to be warm and caring, with low personal control needs, be able to juggle multiple priorities, and show commitment by putting relationships first. This principal should be prepared to spend more time with people, promote communication, motivate staff members more effectively and be able to draw on DCS community support; she will embrace a participatory style of leadership. The researcher as leader should be a master teacher, and educational leader who endeavours to promote growth of more humane and intelligent schools; she chooses targets, innovations and strategies that enhance learner achievement (Hargreaves & Fullan, 1992:49-53). The principal’s leadership style should be that which invites collegial views on role relationships between herself as principal and the staff, providing structured, systematic educational delivery system and a strategy to create a school environment of caring, support and trust when implementing PTD (Steyn, 2005:44). These attributes will in turn encourage teachers to be more productive, and they will experience higher morale and have a sense of belonging, which will in turn create an atmosphere of cooperation and not of competitiveness during the PTD implementation. Holistically, the child will be addressed and academic achievement boosted. PTD will be designed and implemented in a manner that will increase the transferability of new knowledge and skills among teachers and should place increased emphasis on practice, feedback and coaching. A good climate of interpersonal trust must prevail as this is a precondition of success.

The role of the school principal as leader is pivotal and important (Swanepoel, 2008:41) as the new changes of PTD come into effect in schools. A leader is a conduit between the organizations (DCS) and labours (teachers), and has a clearly-defined role of motivating and producing (Foster, 1989:44). Leadership is a consensual task, a sharing of ideas and responsibilities, where a ‘leader’ is a leader for a moment only, where the leadership exerted must be validated by the consent of followers (teachers), and where leadership lies in the struggles of a community (DCS) to find meaning for itself (Foster, 1989:61).
Leaders can only exercise their power within an environment bounded by certain responsibilities, and their role is assumed to be one of determining how tasks can be accomplished most effectively and efficiently. Leadership is a way of improving organizations (Foster, 1989:44-45), fundamentally addressed to social change and human emancipation. It is a display of social critique, with the ultimate goal being the achievement and refinement of human community (Foster, 1989:48). Leadership must be critical, transformative, educative and ethical, and must be oriented toward social change which is transformative in degree (Foster, 1989:50-52).

According to Coleman and Earley (2005:7), leadership is an aspect of management, with ‘real leaders’ are being characterized as charismatic individuals who have visionary flair and the ability to motivate and enthuse others. Gronn (1999, in Coleman & Earley, 2005:7) writes that leadership is a quality that does not automatically come with status nor arrive with the job. The Hay Group (2000, in Coleman & Earley, 2005:8) identifies five characteristics of effectiveness in leaders:

- Teamwork and developing others, in this research PTD in DCS
- Drive and confidence to pursue PTD (in DCS)
- Vision and accountability, which is the vision of turning DCS into a centre of excellence through the development of teachers and promoting the idea of a shared vision
- Influencing tactics and politics, and the most reluctant teachers (in DCS)
- Thinking styles – gaining a broader perspective of successful implementation of PTD (in DCS).
Coleman and Earley (2005:10) write that according to training conducted in England and Wales for the National Professional Qualification for Head teachers (NPQH), the following were expected of a principal:

- Strategic direction and development of the school (PTD in DCS)
- Teaching and learning, which is the core function of all teachers
- Leading and managing staff – when creating opportunities for PTD in DCS
- Efficient and effective development of staff and resources, which are key aids in implementing PTD
- Accountability of all that transpires when creating opportunities for PTD (in DCS).

DCS is situated in an unfavourable situation (informal settlement) and thus requires a leader to be more directive and focused on achieving targets ((Fielder, 1967, in Coleman & Earley, 2005:10). In this manner, leadership is shared throughout DCS as an organization. Heads of Department (HODs) are assigned leadership duties as per phases, grades and learning areas, ensuring that leadership is shared, and that labour is divided and distributed, thus practicing distributed leadership. Leadership is about decision-making, the centrality of people and production. Prevailing situations and circumstances dictate the type of leadership style to be adopted by the leader to better deal with what she, as researcher, encounters in DCS; trying to put a balance between the concerns for people and concern for achieving tasks (PTD). The following different leadership styles can be practiced in DCS by the principal to achieve a particular goal as outlined by Coleman and Earley (2005:12-20).
2.2.1 Emotional Intelligence

The importance of the role of emotions in leadership cannot be overlooked (Herbst, Maree and Sibanda, 2006:592). Emotional intelligence (EI) can be defined as embracing behaviours and skills which include stress management skills, dealing with self-control, conscientiousness and adaptability; and social skills, including conflict management, leadership and communication. The relationship between EI and effective leadership are better established with ability-based measures, as it refers to the ability to perceive and express emotions, assimilate emotions in thought, understand and reason with emotion, and regulate emotion in self and others (the entire staff). EI is identifying emotions, accurately perceiving emotions in oneself (the leader), others (DCS staff) and objects (DCS as an organization), and to express emotions accurately. It would also include emotional facilitation of thought, using emotions to redirect attention to important events and generating emotions that facilitate decision-making. It uses mood swings as a means to consider multiple points of view, and harness different emotions, that is, the ability to understand how emotions combine to form more complex emotions and how they change from low to high intensity. It recognizes the causes and consequences of emotions.

Managing emotions requires an ability to stay open to feelings, be they negative or positive, and to manage them in oneself and others without suppressing negative ones (Herbst et al., 2006:595-596). Through self-awareness, the principal (leader) will inculcate a sense of confidence and self-worth when leading the DCS teachers, self-regulating her emotions, being able to motivate the DCS staff, and driving them to improve whilst being empathetic towards them. For PTD to be successfully implemented, strong leadership is crucial as leadership is not just a cognitive action, but also an emotional endeavour and a form of emotional labour that involves emotional understanding of the teachers and SMT in DCS. Exceptional leaders share certain qualities of strong personal ethics, and a compelling vision of the future. A leader should not only be a credible scholar but also effective in the institution, as is the case in DCS. The assumption of a position of leadership in the twenty-first century workplace requires a high level of cognitive ability in order to progress the complexity of challenges that leaders face on a daily basis (Herbst et al., 2006:592-595).
2.2.2 Instructional Leadership

Among other leadership styles, principals should be instructional leaders, able to create a collegial climate in which teachers can thrive. This leadership style will be helpful to the researcher in focusing on the core function of education, which is service delivery of quality education, up-to-date curriculum delivery, and provision of access to quality lifelong learning opportunities (Gauteng Department of Education, GDE). It should inculcate expert knowledge amongst the DCS teachers, with the intention of improving their effectiveness in the classroom.

2.2.3 Contingent Leadership

Contingency leadership style is a leadership that contends that there is no one best way of leading and that a leadership style that is effective in some situations may not be successful in others. This leadership style takes a broader view that includes contingent factors about leader capability and other variables within the situation. (http://changingminds.org/disciplines/leadership/theories/contingency.htm)

The researcher will adopt the contingency leadership style so as to increase the capacity of DCS and its community to respond productively to demands for change in line with the implementation of PTD (Coleman & Earley, 2005:14-15).

2.2.4 Transactional Leadership

Transactional leadership, also known as 'Managerial or Technical leadership', is a formal style useful for the researcher as principal when working on efficiency of achievement of PTD goals in DCS (Coleman & Earley, 2005:14-15).
2.2.5 Intentional Leadership

Intentional leadership uses metaphors of invitation, encouraging positive self-concept and positive inclinations towards others and informing the DCS teachers that they are able, responsible and worthwhile. The principal attends to structure, culture, continuity and change when implementing PTD. This leadership style revolves around optimism that teachers have untapped potential for growth and development, and respect portrayed in courtesy and intentional care. It incorporates trust, which is fundamental in building good interpersonal relationships among the DCS staff, whilst also creating opportunities for them as social actors. The researcher as an invitational leader invites herself professionally, and the DCS personnel through building a professional leadership that meet the institution’s needs through PTD implementation.

This professional development is undertaken by the entire staff, with the principal, through the creation of opportunities for PTD, adopting a learning-centred leadership, offering pastoral care for teachers, encouraging them to think and act in a visionary way, and building pride and inspiration among them. They will avail themselves unconditionally, adopting a willingness to immerse themselves in PTD (Kamper, 2008:4-14). Successful implementation of PTD needs an environment where the approach to power (leadership) is one that enables DCS personnel to optimize their faculties (Ramphela, 2008:176). The desire for power and empowerment is a fundamental feature of social life (Foster 1989:43).

Dysfunctional schools in poor areas, such as DCS within the Diepsloot Informal Settlement, can be transformed through PTD into a positive learning and teaching environment. This requires that the principal possesses excellent leadership qualities, with the critical focus areas of guiding the DCS teachers in curriculum delivery, planning, monitoring and support to the DCS’s social actors, helping them to improve their knowledge-base. The principal is key to setting the vision and mission of the school, inspiring teachers to perform well and be exemplary in professional conduct. They should aspire to
teach preparedness and engage with the teachers. The abovementioned critical success factors of an organization (Ramphela, 2008:184) apply to DCS. Dambe and Moorad (2008:580) write that teachers should also take care of their own growth, and have a belief that teachers should also take care of their own situation.

2.2.6 Entrepreneurial Leadership

An entrepreneurial leader is one with leadership functions, such as providing a vision for the development of PTD. They should deal with concepts and ideas related to problems created by the fact that DCS is within an informal settlement that poses multifold challenges (El-Namaka, 1992 in Fernald et al., 2005). Fernald et al. (2005) write that schools have to undergo paradigm shifts rather than linear change, shifting from a “producer mentality”, to an “entrepreneurial mentality” that seeks results, leading to structural changes in the school and new ways of teaching and learning.

Entrepreneurs, like the DCS principal, play a major role within an organization, and can be described as innovators, paradigm pioneers and visionaries. The researcher, as entrepreneur, had to develop leadership qualities that will help her institution to grow its teaching and learning business and transform her teachers to a level of professionalism. This leadership style will help her as principal to spawn a plethora of possibilities during the implementation of PTD; which will in turn bring paradigmatic changes within the DCS community, as they explore new vistas together. DCS is a fast growing school and is network-based, replete with the activities and opportunities for growth. The principal as an entrepreneur leader should Seize opportunities to profit the (DCS) personnel (Stevenson & Jarillo, 1990 in Fernald et al., 2005), and expand existing resources to enhance learning and synergise within and outside the school (Burgelman, 1983; Liebstein, 1968; Stewart, 1989; Venkataram, McMillan and McGrathy 1992 in Fernald et al., 2005). She should also promote change and innovation which would lead to successful implementation of PTD and create new ways of doing things in DCS (Burgelman, 1983; Schumpeter, 1943, in Fernald et al., 2005).
The principal as an entrepreneurial leader should take advantage of opportunities to acquire added value in the school through PTD. The principal would then need to acquire skills to see and clearly communicate a clear direction of PTD implementation within the school, continuously leading and motivating the entire DCS personnel. She should be sharp in recognizing shortcomings in the DCS community and possess business skills from the educational and business point of view (Eggers et al., 1994; Stevenson et al., 1989 from Fernald et al., 2005).

Most important to the principal as an entrepreneurial leader are seeking opportunities to successfully implement PTD in DCS, and achieving set goals as dictated by PTD implementation. She should have an independent mindset, breaking from stereotypes already prevailing in DCS and be prepared to take risks of breaking old-standing beliefs and traditions amongst the staff. It is necessary to be innovative in creating opportunities for the successful implementation of PTD in the school (Lepnarm & Bergh, 1995, in Fernald et al., 2005).

This leadership style dictates that the principal should endure major events that lead to a sense of separateness and estrangement from the prevailing environment, drawing strength from within and from above. She should also have self-confidence, growing out of the awareness of who she is and the vision that drives her to achieve this (Zaleznik, 1990, in Fernald et al., 2005), possessing the following characteristics:

- The drive, which includes achievement of PTD in DCS, motivating the entire personnel, having ambition to make the whole endeavour a success, with energy to continue and not leave business unfinished; tenacity to want to continue against all odds and the initiative of new ideas and plans;
- To deal honestly with all personnel, carrying herself in the institution with great integrity;
- Having self confidence, which will be passed on to her entire staff;
• Possess cognitive ability to recognize possibilities, opportunities and threats within the institution and among the staff members;
• Have knowledge of the business of teaching and learning.

All the above-mentioned key characteristics will assist the researcher, as principal, to acquire necessary skills; formulate an organisational vision and an effective plan for pursuing it, taking the necessary steps to bring the vision into reality (Kirkpatrick & Locke, 1991, in Fernald et al., 2005). The principal as an entrepreneurial leader should be not only a visionary, but also a problem-solver, decision-maker, risk-taker, and a strategic initiator.

As a visionary she will explicitly identify areas to be covered by PTD programmes, and identify the personnel’s strength, capabilities and competencies, and availability of resources. This vision should be realistic and feasible, providing a challenge for the whole organization, and should mirror the goals and objectives of the entire DCS staff, creating an atmosphere in which the social actors will not fear making mistakes and be enabled to tolerate ambiguity. They should also pose challenges to the leadership.

The principal should be a problem-solver who is task-oriented and considerate, coping effectively with emotional, personal and inter-personal problems, solving problems quickly and forcefully, regardless of where they stem from. As a decision-maker who should make decisions that commit the organization to critical actions, the principal must not neglect this responsibility lest her subordinates, the teachers, loose respect for her and so cause the organization to deteriorate.

Balancing risk is a necessity of leadership. DCS is a school from grade 0 to 12, which poses multitudinous problem factors that can impede the successful implementation of PTD, hence the need for the principal to be a risk-taker, as her inability to deal with uncertainty would preclude DCS from achieving its PTD goals. She must also be a strategic initiator, not allowing the bigger picture from fading from her sight, but rather planning for beyond a year so as to have both short – long-term goals.
The principal as a successful entrepreneur should influence teachers who can help achieve the desired goals, as the leader knows what she wants and where she wants to go. She will provide her teachers with strategic leadership, as part of a vision and long-term goals for DCS. Other attributes are problem-solving skills, timely decision-making, a willingness to accept risks, and goal-negotiating skills. Encouraging the DCS staff to work at a greater speed is essential, as is having excellent customer (learner) responsiveness, and an on-going innovation perspective, requiring every teacher to think and act like an entrepreneur.

The principal as an entrepreneurial leader needs to delegate tasks, leaving behind traditional leadership and become a forward-thinker, putting a number of ideas to work in her institution. These include not blaming teachers in front of others but rather learning to do so in private. She should avoid creating adversarial situations, encourage healthy competition and discourage conflicts between staff. It is important to remain a life-long learner, who has fundamental understanding of work within the school. This will make her empathetic and understanding towards the teachers who are struggling with new concepts of functions.

She should assign the right work to the right people, allowing them to work optimally, and lead by example, being the first to break new ground when new concepts are introduced at the school. If necessary, she should arrange short workshops for the entire staff so they can be on par within the institution. Brainstorming with teachers helps when faced with a dilemma, and this would require the principal to do some legwork beforehand. During the brainstorming sessions, all ideas brought forward by the teachers should be recorded without censorship, so as to prevent the party from leaving out the best ideas.
The principal should learn to ask rather than to tell, as teachers flourish when challenged. The challenges posed will also help rid the organization of laziness. Decisiveness is crucial in entrepreneurial leadership, with a good decision-maker indicates what needs to be done, then assigns tasks to all the relevant teachers.

A good principal will share rewards as well as responsibilities with all staff members, for instance encouraging them to enter for the National Teachers’ Awards (NTA), giving them incentives, celebrating their birthdays and mothers’ or fathers’ days by giving them cards and gifts, and honouring them on World Teachers’ Day. This costs relatively little, but may carry great meaning. Being sympathetic when staff encounter personal problems (bereavement, ill-health) is important, and when possible giving lee-way is advisable. On the other hand, a principal cannot do away with firmness. With the situation dictating when not to bend. She must be conscious at all times that she has a school to run.

2.2.7 Transformational Leadership

Transformational leadership was first conceptualized by Burns in 1978, and became the landmark for the shift from power-based to empowerment-based leadership (Dambe & Moorad, 2008:581). It is the ability of a leader to envision a new social condition and to communicate this vision to the teachers (Foster, 1989:41). It is a style to be adopted when building the capacity of the DCS staff’s morals. The researcher will use this leadership style when implementing PTD so as to stress the importance of values amongst teachers, aiming for morally justified actions and to transform DCS into a democratic school. It is also a participative leadership style, as it is imperative that all the stakeholders play a role in decision-making if PTD is to be successful. This would in turn ensure that the institution (DCS) becomes democratic and the benefits of leadership are distributed among the stakeholders. The principal’s willingness to involve teachers in responsibility processes outside the classroom is crucial in PTD implementation (Swanepoel, 2008:39). Transformational leadership is critical to meeting educational challenges of
PTD in a challenging environment such as that of DCS. It occurs when the individuals involved raise one another to higher levels of motivation and of morality as is the case at DCS.

The style of leadership contains four components, namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Transformational leadership enhances subordinates’ satisfaction with, and trust in leadership, as well as encouraging the staff’s emotional commitment to DCS. Transformational leaders characteristically nurture groups (the DCS social actors) and foster commitment and motivation towards important goals. The transformational leaders worked very closely with their followers, to such an extent that the followers tend to identify with transformational leaders, and are inclined to go beyond the call of duty to achieve the organization’s (DCS’s) mission. Successful transformational leaders’ five distinct practices adopted by the researcher comprise ten strategies. These affected, and still affect, the DCS staff, as well as the organizational performance. Firstly, they challenge the process of implementing PTD in DCS, intensely searching for opportunities to make this process a success. Secondly, they experiment and take risks with new ideas during this process, inspiring a shared vision amongst the DCS personnel, envisioning the future of DCS, and having fully implemented PTD, enlisting the teachers and SMT. Thirdly, they enable others to act, fostering collaboration with all the social actors in DCS and strengthening others, as the main purpose of PTD is to empower all personnel. Fourthly, they model the way, because leaders should always strive to set a good example, and strive to achieve small wins, even if only successfully encouraging the DCS personnel to be punctual. Fifthly, they should encourage the heart, which is by recognizing and acknowledging individuals’ contributions, for example, the initiative of establishing a scholar patrol, establishing cultural dance groups and conducting school choirs. Finally, it is important to celebrate accomplishments when teachers complete courses such as the Schoolnet computer course, and the researcher as leader should create a shared vision, motivate and encourage other teachers, assisted by the intelligent use of
emotions as well as the integration of feelings with thinking (Herbst et al., 2006:597-598).

According to Vingers and Cilliers (2006:7), transformational leaders are regarded as change agents, having the ability to manage change effectively. Transformational leadership is effective for the DCS organisational culture, as it is essential to mobilize their social actors. Such organizations are constantly in a state of change, hence the creation of opportunities for school-based PTD. Leaders should develop and reinforce their role and purpose within complex, dynamic and challenging organizations.

It is essential that as DCS’s transformational leader, the researcher should possess a certain charisma so as to arouse strong emotions from the DCS teachers. The researcher acts as a strong role model to her followers, displaying high moral standards and conducts in an ethical manner, and counted on to do the right thing. Foster (1989:41) argues that a transformational leader must engage with his or her followers from higher levels of morality, in the enmeshing of goals and values. Both the principal and teachers are expected to be raised to more principled levels of judgment. Individualized consideration is given to the DCS personnel, providing them with support, encouragement, coaching, advice, feedback and delegation. All the abovementioned would be used during the implementation of PTD on the research site.

In addition, intellectual stimulation increases awareness of problems and challenges to be encountered when implementing PTD programmes, influencing the social actors to view these challenges and problems from a new point of view. In so doing, the researcher will be stimulating her personnel to be creative and innovative, and probing them to challenge their own beliefs and values, as well as those of the organization. Continuous encouragements will be given to the personnel to take intellectual risks provided by PTD, questioning any assumptions raised by the complacent staff members. The principal will provide inspirational motivation as her duty, among other things,
will also develop and communicate an appealing vision to her entire personnel, modeling the behaviour that would be deemed appropriate.

A transformational leader is people-oriented, and makes an effort to know what happens in his or her personnel's lives, caring and empathizing with them during trying times, motivating them by way of creating a climate conducive to optimal functioning, and standing up for them, while taking blame for their mistakes when confronted by outsiders. One does not forget to develop a conscious awareness of the DCS environmental changes and trends, in her efforts as a leader to manage PTD change. Having the ability to manage diversity, making the DCS staff feel that they are an inspirable part of a worthwhile enterprise, the researcher as leader communicates high expectations to the DCS staff, inspiring them to become more committed to the institution, importantly allowing them to communicate their feelings and ideas freely. A transformational leader is able to sharpen her skills and enhance the knowledge she has gained from experiences of success and failure, continually gathering information about change, because leaders are committed to learning and re-learning, including consistent emphasis on PTD (Vinger & Cilliers, 2006:1-6).

The researcher keeps her ear to the ground, monitors the DCS environment and aligns herself with progressive thinking in the organization. She is a good listener and is able to communicate well, is people-oriented and results-driven. She will thus be balancing the needs of the DCS teachers with those stemming from the PTD to be implemented and to be successfully achieved (Vinger & Cilliers, 2006a:7). Transformation encourages shared responsibility, creating an interactive, inviting, collegial environment, involving the entire personnel (teacher and non-teaching), so that they feel empowered too. It is the principal as leader who should transform DCS as an organization into something more participative and inviting, as the aim of PTD is to create an entire school environment that intentionally invites success for everyone in DCS.
The principal is seen as the face of PTD, that is, the vision of the principal, the DCS culture, “feeding the teachers”, teachers' attitudes and commitment, working together and revisiting PTD’s aims and objectives. This is imperative because if DCS as a community does not have a common vision, PTD will not be successfully implemented. The researcher, as principal, should not lose focus of being the key leader in sharing the vision and should continue to motivate the teachers towards the vision, continuously articulating the vision, putting theory into practice, and consistently striving to involve all the social actors. PTD starts with a person who has a vision and passion to change the school to being a centre of excellence. The principal, as leader, must have personal charm, magnetism, inspiration, and openly show her staff emotions; should have a sense of mission which is critical for the implementation of PTD, inspiring all the DCS teachers to have a sense of ownership. Without effective leadership, efforts to introduce and implement PTD will fail, as principals provide an orderly, nurturing environment that supports the DCS teachers and stimulate their efforts, setting the tone, the way, the direction, and being instrumental in setting a conducive environment for PTD implementation. Such leadership is important in establishing a positive climate (Steyn, 2005:44-47). Brandt (1989:15) argues that the school culture should be humane, having warmth and being professionally supportive. Successful leaders, such as the principal of DCS, are striving to be, and should be able to commit teachers to action (Steyn, 2005: 47). It is crucial that the principal, as leader, moves from power-based leadership to empowerment of teachers, because the leader gains more power by giving it away – delegating duties to the staff; because empowerment-based leadership is that of visionary, morality and servant hood; of being collaborative and developing the followers (DCS teachers) into leaders themselves. The researcher, as principal, should exhibit referent power where the teachers voluntarily accept the direction and influence of the leader based on trust in her. There should be a culture of mutual commitment reigning amongst them, as they are being developed through PTD, simultaneously raising their moral standards, working collaboratively and in teams, sharing responsibilities when participating in extra-curricular activities (such as choral music competitions, rock challenge, debates, public speaking, and Segarona cultural competitions).
According to Dambe and Moorad (2008:580-587), transformational leadership incorporates elements of visionary leadership, moral/ethical leadership, servant leadership; cultural leadership, and collaborative/group leadership. These are now dealt with in turn.

### 2.2.7.1 Visionary Leadership

A vision articulates a view of a realistic, credible and attractive future state of the organization (DCS), envisioning a condition that is better than what currently exists. This is an evolutionary process, an act if seeing, anticipating and imagining PTD programmes being implemented in DCS. As the visionary leader of DCS, the researcher had to forge a new pathway when the school reached a cul-de-sac, when there was no growth at all, with the view of taking the organization to a higher level. She aimed to bring the teachers in line with the vision, and allow them to revise the vision according to their understanding so that it could become a shared one. This is in keeping with the role of a visionary leader in empowerment, which is transformation.

### 2.2.7.2 Moral/Ethical Leadership

According to Burns (1978, in Dambe & Moorad, 2008:582), leadership is a process of morality because the DCS leader and her followers (the teachers) have shared motives and goals. Leadership in general must maintain an ethical focus oriented toward democratic values within an organization (DCS) (Foster 1989:55). It creates a supportive environment within the institution, where teachers grow and thrive, care for each other and share responsibility when participating in PTD. The principal has to have a selfless attitude, bound by ethics of caring, demonstrating care through action, listening attentively, bringing out the best in others, practicing equality and fairness, and making teachers feel that they are important social actors within the organization, by giving them opportunities to grow. This is possible because the principal has created a supportive environment for them, raising their level of ethical
aspirations. These teachers are empowered to be critical and to question the rationale of PTD in DCS, an exercise that involves them in the process of transforming the institution.

2.2.7.3 Servant Leadership

The researcher as principal has to inculcate the attributes of humility and politeness. Putting the teachers’ needs first; she must have the commitment to the growth of the teachers’ personal lives, professionally and spiritually. Listening is an invaluable trait of a leader when teachers inform her of their ordeals. The servant leadership style will help build trust amongst the principal and teachers, leading them to choose freely to work with each other instead of being coerced, encouraging the teachers to go beyond their own self interest for the sake of organisational learning in DCS.

2.2.7.4 Cultural Leadership

Culture includes behaviour patterns of an organization, with shared beliefs, norms and values that bind it together. It is the way people do things (in DCS) and determines performance in the institution. Deal and Peterson (1999:3) state that successful organizations are those that develop a shared culture which leads to commitment by all members (teachers). Cunningham and Gresso (1993, in Dambe & Moorad, 2008: 583) stipulate the key elements of cultural leadership as a collegial relationship. Values, interest, access to quality information, individual empowerment and trust bind the principal and teachers, helping them work together to achieve desired changes which can benefit DCS.
2.2.7.5 Collaborative/Group Leadership

Collaborative and group leadership, when applied, will help the principal to build bridges that the DCS community will be willing to cross, to work together to achieve the same goals for the organization. It is the principal who has to create a context in which teachers choose to work with her towards a shared goal, co-operating with each other to achieve DCS’s vision. The school leader’s role is crucial, as she has to build and maintain working relations that lead to success. Collaborative leadership is based on a set of values and beliefs enshrined within the culture of an organization and found in its vision and mission. In this manner, the principal will be developing teachers into leaders.

2.3 TEACHER TRAINING

Training is the exploration of experience rather than the transmission of a formal body of knowledge. Its focus is progress elements rather than the end-product (Furlong et al., 1998: 67-68). According to Shaw (1992:38), teacher training is defined as initial training through a variety of traditional and new routes, induction training, on-going staff development and appraisal. Teacher training should not take place in separate compartments without links. The education and training of teachers should fall into three stages, namely personal education, pre-service training, and induction.

Teacher training can be expressed as a continuum, from personal experience as a school pupil, followed by the initial Higher Education training, then by the induction period, followed by staff development, appraisal and by further staff development (Shaw, 1992:15-21). In South Africa, teacher training consisted of the traditional routes of a two-, three- or four-year Teacher’s Diploma, or a four-year Bachelor of Education (B.Ed) qualification. In some instances, teachers who had worked for several years with only a grade 12 certificate were granted opportunities to complete a one-year Teacher’s Course so as to be qualified as teachers. It differed from province to province before 1994,
with teachers in the rural areas being subjected to inferior training, causing them to be extremely inadequate. Most of the DCS teachers were from the rural areas. Inadequate teacher training creates problems as principals are given novice teachers, creating multifold problems (Furlong & Smith, 1996:84). There is a national outcry about teacher shortages, and the researcher has firsthand experience of thousands of qualified unemployed teachers, whose qualifications do not match the needs of the new curriculum, the National Curriculum Statement (NCS).

There are allegations that Teacher Colleges admitted students with lower grades than would universities. Teachers who qualified at these training colleges have been or are still engaged in part-time studies and distance learning, and the universities through which they upgrade their studies arrange flexible contact sessions. Some teachers are hampered in their studies by lack of time, full timetables, diverse classes and extensive bureaucracy. Teachers have also taken on a huge administrative burden, thus there is a great need to free them from some of those, giving them the opportunity to spend more time on their own PTD (Furlong & Smith, 1996:52-77).

There is currently a great shortage of Science; Mathematics; Tourism; Mathematical Literacy and Home Languages teachers. When newly qualified teachers enter the teaching field, they are expected to convert their theoretical background into actual classroom skills, which they are unable to do as they lack adequate practical skills. It is thus imperative that student-teachers, like the student doctors and nurses, should include months of practice teaching, not a once off three- to four-weeks practice teaching - as school input is more useful and more relevant than the teacher training institutions (Shaw, 1992:24). During the apartheid era, Teacher Training Colleges were responsible to train teachers, with decisions about what counted as valid knowledge and what was to be learned entirely within the hands of lecturers (Furlong et al., 1988:136). The post-apartheid government decided to close down all the Teacher Training Colleges as the notion was that they offered inferior education and their products were not adequately qualified. It is mostly
teachers from these colleges who are still unemployed, and those who are employed engage in distant learning and INSET so as to upgrade their qualifications (Shaw, 1992:60).

Universities have been accommodating as they validate teachers’ courses granted by other institutions as degrees of the university. They also arrange credit accumulation and transfer arrangements that allow them to build up credits towards a degree; Recognition of prior learning (RPL). There is growing social diversity and continued pressure from industry, government and society for higher educational standards. When teachers do not mind investing financially in their own studies, this in turn leads to growth in education (Furlong & Smith, 1996:60-71). However, it was evident that the apartheid training colleges had failed to provide qualifying teachers with self-assessment skills essential to personal growth (Shaw, 1992:51). Universities were tasked to train teachers, but most grade 12 learners who obtained a university entrance opted for degrees other than those comprising a teaching qualification. Very few black South African enrolled for teaching, while universities were meant to train the next generation of teachers and ensure that schools would become “learning societies”, with both the ends and the means of education as a focus (Furlong & Smith, 1996:51). The type of training that takes place at universities should concentrate on teacher competence, the nature of teacher training and development, as well as government control in the professional formation of teachers.

To train as a teacher at a university should signify that one is acquiring expert knowledge in a particular subject (Pring, 1992, in Furlong & Smith, 1996:51). The initial education of teachers should rest in the hands of universities, which will, inter alia, also develop patterns of training, because they are reservoirs of expertise in educational matters. Teachers trained at universities should be better qualified if their initial training incorporates pastoral and administrative skills. They are expected to play a growing role in teachers’ professional development (PTD), hence they ought to contribute to raising standards of teacher-qualifications founded in both epistemological and sociological axioms (Furlong & Smith, 1996:78-79, 152). These very universities have the task of
attracting student-teachers, so that they can enter new professional and vocational fields.

Universities should become more client-oriented, re-consider curriculum organization and assessment as well as develop flexible learning systems, continuously improving the well-being of individuals, society and state. They aim to transform from pre-modern world institutions to public service organizations in a post-modern world (Furlong & Smith, 1996:56). Higher education has a particular discourse in which student-teachers are participants, with opportunities available for them to form and communicate ideas with fellow students and tutors (Furlong & Smith, 1996:159). Teaching, learning and pedagogy need to play a more prominent role, overcoming the old professional culture of teachers which is the main barrier to change, and so changing the thinking and beliefs about the purpose and conduct of education. Teacher training should include more practical teaching, exposing student-teachers to the complexities of classrooms and broadening their experience. Teacher training is not a matter of practice, but rather is the practice embedded in the context of school experience, balanced between university tutoring and practice teaching in schools. The experience will be incontestable, because basic teaching equals competence (Furlong et al., 1988: 66-68, 160-161).

Teacher-trainers should realize that they have both a pastoral as well as an institutional responsibility towards the student-teachers, as the pastoral skills of practicing teachers are the missing dimension in conventional forms of teacher training. The lecturers should seek to inject from outside the school ideas about matters of pedagogy and innovation in the teaching of curriculum, teaching the students to use their life experiences in their intellectual work. Becoming an effective teacher demands a deeper understanding of the process of teaching and learning, and developing intelligent skill knowledge which is practical but involves an implicit appreciation of the complexities on which it is based (Furlong et al., 1988:74-77, 161). Teaching is a value-laden activity, as values affect all the decisions that teachers make, what they teach,
how they teach it, aims and purposes, and the way they relate to the learners and colleagues, as values in education are ubiquitous (Furlong et al., 1988:7).

During the student-teachers' practice teaching in schools, learning by trial and error, and by modeling themselves on others, will remain important. Professional activity is an interactive process, thus students need training in the creation rather than the mere application of knowledge. They must be reflective and analytical in relation to their own teaching, thus student-teachers need direct and positive training in developing practical understanding, judgments and skills. They need both skills in the sophisticated analysis of teaching and skills in their training, which form distinct areas of professional expertise. The traditional aim of the preparation of student-teachers at the training college and the application in school of what they have learnt has been replaced by seeking to develop a reflective teacher, capable of informed and critical judgments, hence universities have moved from didactic presentation of teaching practices to analytical and reflective work on practice involving direct training in the process of reflection.

The separation of work taught at the universities and that in schools by teachers has given way to a planned inter-relation of teaching. Analytical training requires expertise in detailed and systematic ways of analyzing practice and of clarifying the principles on which it is based. This encourages the student-teachers to use more analytical and reflective teaching styles. Education lecturers at universities see themselves as contributing to student-training on general and wider professional matters, rather than on particular curriculum areas. Student-teachers should have substantial and sympathetic developmental training in practice itself. They must also be directly trained to professionally analyze their own practice with critical reflection (Furlong et al., 1998:189-190).
2.4 TEACHER ATTITUDES AND PERCEPTIONS

Attitudes have been defined in a number of different ways. Steyn (2002:26) defines attitudes as a mental or neutral state of readiness, organized through experience, and exerting a directive of dynamic influence upon the DCS teachers’ response to all PTD attempts and relations with which it is related. Steyn (2002:26) writes that attitudes are not behaviours, but are the mental processes that relate the teachers to PTD. Attitudes are viewed as complex systems comprising teachers’ beliefs about PTD, including their feelings, actions and tendencies (with respect to PTD implementation in DCS) (Steyn, 2002:27). According to Steyn (2002:27), attitudes have three components:

- The affective, which includes one’s liking of things, evaluation of whatever one is involved with (PTD), and one’s emotional responses to programmes (PTD in DCS);
- The behavioural, which is the overt behaviour displayed during the implementation of PTD. Eagley and Chaiken (1993, in Steyn, 2002:27) define attitude as a learned evaluation response, directed at specific objects (PTD), ideas or leaders (principals) who motivate and influence the teachers’ (DCS) behaviour towards development (PTD);
- Attitude and attitude formation, which is a complex matter affected by many factors (Steyn, 2002:33).

In this case study, attitudes represent both positive and negative responses to development (PTD in DCS), as cited by Norland (1995, in Steyn, 2002:27). Attitudes give direction to the DCS teachers, as they are filled with feelings of apprehension and expectancy. They also determine their social interactions during PTD implementation. For PTD to be successfully implemented in DCS, positive teacher attitude is imperative (Boron & Byrne, 1997 in Steyn, 2002:28). The researcher as principal worked hard at driving the teachers to adopt a positive approach towards PTD, as they could change their attitude by reflecting on them, and once they could adopt a negative attitude, it would be
extremely difficult to change it to being positive. The principal adopted the method of continuous exposure to PTD, which in turn led to changes in teachers’ beliefs, and the adoption of a positive attitude. The principal found it difficult to make teachers aware that their behaviour would be vital in successfully embracing PTD (Klein & Webster, 2000, in Steyn, 2002:28).

Teacher attitudes, specifically their feelings of efficiency or beliefs in their ability to help students learn, are strongly and consistently related to teacher performance and learner outcomes. PTD has important effects on teachers’ sense of self-efficiency and certainly regarding their knowledge and capacity to be effective. Efficiency also influences teachers’ satisfaction and their more generalized feelings about their work (Darling–Hammond et al., 1995:25). It was imperative to make teachers aware that the implementation of PTD would involve change, and change was extremely difficult as it is a process, which at times can be long and tedious, and also comes with its own pressures and impositions.

It is of great importance that teachers should see the need for change and also express their deep desire for change which will be brought through the implementation of PTD. Change comes from within and cannot be forced on people, hence the social actors of DCS are referred to as ‘change agents’, who also have the choice of either resisting or embracing and implementing change. For teachers to have a positive perception of PTD, the principal found it essential continuously to acknowledge them, as they have rarely been exposed to PTD programmes. This could also lead to high levels of frustration when the PTD they are engaged in seems far-fetched and intimidating. It is imperative that the principal should not have a superiority complex but should adopt a humble attitude of one who communicates relative knowledge to others who have other relative knowledge (Freire, 1990, in Steyn, 2002:32).

Teachers should be critically aware of how and why their assumptions about PTD in DCS constrain the way they see themselves and their relationships in DCS, reflecting on the prejudices and biases they have about PTD in their school which is within a low socio-economic area. This will encourage these
teachers to go through a process of “perspective transformation” (Askew & Carnell, 1998; Grossman, 1999, in Steyn, 2002:33). Reflection of past teaching experiences, learning from these reflections and applying this learning in DCS is crucial for bringing about change through PTD (Askew & Carnell, 1988, in Steyn, 2002:33).

2.5 TEACHERS’ CULTURAL BACKGROUNDS

Collay, Dunlap, Enloe and Gagnon (1998:95) write that in the field of education, one uses the term ‘culture’ in many different ways. For instance, schools have a learning culture, in which teachers have a role. Teachers and schools affect the culture at large. Culture is an embedded part of how people define themselves, yet they do not often stop to identify common beliefs, social customs, or material artifacts that may mark our culture as distinct from others. Teachers use the term ‘culture’ in reference to the culture of their school, and their community, including role, class, or ethnicity, and the popular culture icons such as language, music or dance. Cultural backgrounds and background experiences are regarded as having explanatory value in teachers’ receptiveness to a multicultural teaching perspective. The DCS teachers come from diverse cultural backgrounds, so accurate and detailed knowledge about cultural backgrounds have great influence on their personal developments, growth and teaching effectiveness. The teaching community should also recognize cultural diversity and complexity (Ross, 1992, in Smith, 2000:155).

Teachers’ beliefs, characteristics and cultural backgrounds influence the way teachers present their lessons and respond to challenges in teaching multicultural classrooms (Cooper Shaw, 1998; Raymond & Santos, 1995, in Smith, 2000:155). Personal backgrounds have been recognized as an important factor in the development of perspectives of teachers. Teachers’ backgrounds influence the way they teach, what is taught, interpretations of classroom situations, and how they will embrace PTD and pedagogical decisions (Noordhoff & Kleinfeld, 1993 in Smith, 2000: 155). Their previous
life experiences, identities, cultures, and the critical incidents in their lives, help shape their view of teaching as well as essential elements of their teaching practice. Their cultural backgrounds can be race, class, gender and language diversity. In DCS, language diversity is prominent. Teachers’ own experience with diversity influences their receptiveness to develop, as they have little knowledge and often distorted knowledge about PTD.

Some teachers are exposed for the first time to both life and schools in a low socio-economic area like Diepsloot Informal Settlement – where chronic poverty prevails. Even when already teaching in an informal settlement, they have infrequent social interactions with the learners and their parents. Their experience impedes on their teaching ability. The principal has to work with these teachers to identify their beliefs and nudge them to open up to self-critique in a non-threatening way, making them see how differences in backgrounds make them view teaching and PTD through different lenses. Furthermore, the principal has to show concern, encourage them to have high expectations, have patience and exhibit enthusiasm, be knowledgeable about ethnic characteristics, have inter-cultural competence and the ability to recognize and minimize inequalities amongst staff members. Some come from a lower middle class, others from deep rural areas, whilst others come from diverse religious backgrounds. All come with different values and beliefs, and the principal has to embrace them all and harness the diversity to work towards success in DCS.

Some teachers are confronted for the first time with serious welfare problems and crime, and teaching in a school within a guilt-ridden society. For PTD to be successfully implemented it requires the principal to cascade to the DCS teachers the importance of hard work, perseverance and honesty, leading them to discard the inferiority complex that some bring to school. These teachers had to learn to adapt to the new school culture, adopting the views of self-development and fitting into the new culture of PTD, causing a dramatic shift in their views of “learning was not for them, but for their learners”. The principal had to develop a greater understanding of the teachers’ cultural
differences and perceptions, but at the same time having a greater appreciation for and tolerance of those different from her.

Teachers’ views were changed as they were confronted on a new more personal level. The principal also learnt to appreciate cultural differences while realizing that her perspective was not the only one, nor was it always the right one. To an extent, she also had to change her beliefs and accommodate new information, and take the decision that all social actors in DCS would have the same opportunity to learn and develop, regardless of their cultural background, transforming them into effective multicultural teachers. As this would positively impact on learners’ learning, PTD would help establish a congruent learning and teaching culture (Smith, 2000:155-186).

2.6 PROFESSIONAL TEACHER DEVELOPMENT

PTD is adult instruction, concerned with teaching rather than merely dispensing information. It is the vehicle for providing the knowledge needed to support change and the interest to create momentum (Donhorst & Hoover, 2007:29, 38). For the purpose of this research, PTD would mean tapping the latent potential in DCS teachers and exposing them to new skills and expertise so that they could become more mature and therefore competent in their work. The overacting aim of PTD is the improvement of instruction in DCS, providing the latest skills. Although improving skills is a focus, it should be implemented in an environment which makes adult learners (teachers) feel integrated in a community and feel a sense of belonging.

Initiatives and strategies for access must go beyond simply opening the doors to PTD (Osman & Castle, 2006:526). The principal must mentor, guide, counsel, educate, train and enhearten her staff, viewing leadership as inspiring, provoking, confronting and challenging teachers to work beyond the limits of their ability and to press them to improve their work (Zitha, 1997:11-15). The aim of PTD is to alert all DCS teachers of their responsibility to educate for a sustainable living (Pillay, 2004:168). PTD is intended to increase
the capacity of teachers to actively participate in the change process associated with school and teacher education renewal. PTD settings should be enabling and empowering, with the objective of engaging teachers in an effort to moving teaching closer to being a profession that sets its own standards of practice and is accountable to learners, parents and communities (Abdal-Haqq, 1998:21-22).

PTD is about learning which is as much a part of human nature as eating or sleeping. It is both life-sustaining and inevitable. Learning is a fundamentally social phenomenon because people are social beings, and knowledge entails competence with respect to valued enterprise. Knowing involves participating in the pursuit of these enterprises and that meaning is the eventual product of learning. It refers to one’s ability to experience the world and engagement with it as meaningful. Because learning is something one can “assume”, irrespective of whether it is visible or whether we agree with the way it takes place. Learning is an integral part of daily life and is represented by participation in DCS’s PTD programmes. DCS teachers’ perspectives on learning are important because what they think about learning influences both where they recognize learning in their actions. Learning changes who we are, and creates personal histories of becoming better individuals in the context of our communities (Maistry, 2008:119-123). There is no substitute for on-the-job learning with opportunities to reflect on action through PTD (Wassermann, 2004:487).

The National Curriculum Statement (NCS) has increased the demand for PTD of teachers in South Africa. Support for teachers has been fragmented, resulting in the formation of informal teacher learning communities. The South African education context is characterized by the marked absence of teacher development programmes in areas of need. Teachers are crucial role-players in any change in the education system so as to be effective, therefore PTD should be afforded high priority if reform and restructuring initiatives are to be successful. In the South African context, teacher development has been sporadic and poorly co-coordinated, with once-off workshops without follow-up or support being the routine. These workshops of limited duration are
ineffective in developing subject matter and pedagogic knowledge. Sustained programmes over a period of time, like PTD in DCS, that utilize all available resources in creative ways, have a more lasting impact on teachers than once-off workshops. In DCS teachers are empowered to facilitate learning, incorporating technology (De Kock, 2000:204).

For PTD to be implemented successfully, teachers should believe in the principal as she first does what she is asking them to do, such as taking risks, and not being afraid to make mistakes as they have seen her making mistakes too (Brandt, 1989:206). Teachers need experience with the tasks and ways of thinking that are fundamental to the teaching practice. These should be immediate, compelling and vivid experiences which must be open to scrutiny, unpacking and reconstructing. In PTD, discourse serves the purpose which is related to building and sustaining a community of teachers who collectively seek human and social improvement, the discourse of PTD should create a set of relations rooted in shared intentions and challenges, focusing on deliberation about and development of standards for practice and on the improvement of teaching and learning (Darling-Hammond & Sykes, 1999:12-13).

School principals must be acutely aware of the need to provide PTD in a planned and coherent way, aiming at addressing difficulties facing teachers within the school and in their profession. In order to identify organizational needs, it was imperative to carry out an audit of DCS, as this would highlight where development was needed (Shaw, 1992:23, 42). The best PTD should provide teachers with a competitive edge, because PTD is not valued as an end in itself, but because it can be instrumental in enhancing learner achievement. The ultimate goal of the teachers should be to capacitate the learners and society by increasing the talents of learning. The purpose of PTD is to increase the ability of teachers to engage in this competition. The classroom will be regarded figuratively as a ‘playing field’ in which competition will be the core value and activity for teachers as well as learners.
An effective PTD is one which is site-based and built on the combined expertise of in-house staff members. It requires time, must be well-organized, carefully structured and purposefully directed, and focused on content and pedagogy, as educators at all levels need just-in-time, job-embedded assistance as they struggle to adapt to new curricula and adopt new instructional practices to their unique classroom contexts. Implementation of PTD should begin with small-scale, carefully controlled programmes. The DCS principal must learn how to critically assess and evaluate the effectiveness of the PTD being implemented (Guskey & Yoon, 2009:495-500). PTD will provide teachers with the competitive edge required to succeed, and will assist them (DCS teachers) to acquire mastery of the skills needed to give them a strategic advantage. Knowledge exists to engineer PTD programmes as not all teachers are equally amenable to the project. Enthusiasm for PTD reflects teachers’ self-control and conceptual strengths, reflecting how personally and professionally active each one is (Hargreaves & Fullan, 1992:45-49). Two main types of teachers are found within an institute.

The first type comprises those most eager to participate in staff development activities. They are generally mature and highly active, and successfully exploit the environment. Professionally voracious, they spend time in informal interaction with peers, spend time experimenting with the school (DCS) computer and are enthusiastically involved in extra-mural activities and all kinds of PTD programmes. They also show initiative, exert influence, mentor and are mentored and excel at identifying high pay-off opportunities. Keen to inculcate strong learning abilities, they see the advantage of choosing as targets those innovations and strategies which enhance learner achievement.

The other group is problematic as teachers, having developed an attitude of reluctance to interact positively within DCS. They are isolated and regard themselves as powerless, claiming that everything around them is meaningless. They are reluctant to attend weekends INSET, workshops and after-hours staff meetings.
For PTD to take ground and flourish, teachers should be encouraged to portray positivity and keenness, exploiting the environment around them to benefit them professionally. In planning PTD, the whole school evaluation (WSE) and need analysis processes must involve the entire staff. PTD entails management issues which include identifying where the expertise is, adhering to the school ethos and communicating effectively. Development of planning is important, with whole-school policies followed and allocation of responsibilities attended to. Resourcing, monitoring and evaluating practical issues on a daily basis is crucial.

PTD should create opportunities for teachers to develop the ability to be independent, flexible decision-makers about teaching, as PTD empowers them to develop their own theory of practice and facilitates a flexible empowered approach to teaching. Teachers need to be given appropriate opportunities for PTD, as this development needs to cover both the skills of the systematic and explicit analysis of practice, their own and others (Furlong et al., 1988:190), because one is able to teach well at an advanced level only if one is engaged in learning (Furlong & Smith, 1996:51). It is also imperative that all stakeholders of DCS engage in shared decision-making, as this will ensure that the institution is run democratically and that leadership will be distributed amongst these social actors. PTD, when implemented correctly, is the key to recharging teachers and giving them the tools they need.

The researcher should now highlight the qualities of ‘powerful PTD’ as described by Easton (2004: 757-758):

- It arises from and returns benefits to the real world of teaching and learning;
- It requires the collection, analysis and preservation of real data from learners’ work and teacher practice, to help teachers monitor changes in the classroom and school, adjusting where necessary.
- It begins with what will really help young people learn, engages the teachers in helping them learn, and has an effect on the classroom (in DCS). Teachers who engage in powerful PTD first work to
understand how PTD can improve learning for all children, using data as well as their own skills, knowledge and experience.

- It leads directly to application in the classroom. Throughout the continuous PTD the focus remains on what is happening with learners (in DCS); teachers will try out new techniques with their learners and receive feedback, will coach and mentor within the organization (DCS) whilst reflecting on what they are learning, and will confer with other teachers about what is being learned.
- Experiences of it may not formally end; rather it leads to the desire to continue making improvements with an evolutionary process, changing the organization (DCS) into a learning community.
- It honours the professionalism, expertise, experiences and skills of the (DCS) staff. This PTD culture becomes a continuous learning community programme with teachers applying their skills and professionalism to improve the learners’ learning.
- It is content-rich, the content being the development within the DCS context, positively impacting the entire school community.
- It has collaborative aspects to it. Teachers learn from one another, enriching their own professional lives, and the culture of their institution (DCS), building a shared vision of the school whilst helping one another to make changes.
- It establishes a culture of quality, encouraging discussions about what quality looks like in terms of the work that teachers and learners do.
- It results in automatic “buy-in” because it uses talent from within (DCS). This is important because those who have to implement the change are most likely to do so if they are involved in designing the change.
- Its designs provide activities that make the (DCS) community more than just a structure.
PTD with regards to the development of teaching and competencies needs to be cost-effective in terms of time and effort, consistent with teachers’ needs, relevant, practical, and educationally sound (McMillan, 2007:209).

Neglect of teachers is common in the teaching profession, and all principals need to focus extensively on the process of developing teachers’ abilities, adopting the motto of “No Promising Teacher Left Behind”. Teachers must adopt an eagerness to learn and to share that learning with others, with open-minded enthusiasm for teaching. These qualities will enable new teachers to develop and will also trigger learning amongst the learners. No teacher is a finished product, as growth is ongoing, and a process of becoming and developing. Teachers nourish each other and so all need PTD, giving each other help, and those who are experienced need validation and continued PTD. The DCS principal came to the realisation that teachers have needs that must be met, and also want to be listened to. She had to attempt to understand the context of these teachers’ lives, using DCS to build a supportive culture where other colleagues would be available to give help and support (Nyman, 2008:41-43).

In PTD, longer courses that are grounded in education are used to develop flexible empowered approaches in teaching (McMillan, 2007:e209). The relevance of the content of PTD is important, as it should focus on both teachers’ behaviour and knowledge of curriculum. It is more likely to be effective when given comprehensively, and it should be school-based and integrated into the daily work of these very teachers. It is based on two theories: the first of which, the theory of institution, is the intervention of the links between the specific kinds of teacher knowledge in an institution, as well as the expected changes in learner achievement.

The second theory, that of teacher change, is about intervention of promoting change in teacher knowledge and teacher practice, and includes elements of the activities in which (DCS) teachers are expected to engage during PTD implementation. It purports building teachers’ knowledge so as to improve
quality of teaching as PTD will only be effective in high functioning schools (like DCS) (Wayne, Yoon, Zhu, Cronen, Garet, 2008:469-475).

In implementing PTD at DCS, all staff members had to see themselves as each other's coaches, assisting in acquiring new elements of repertoire, providing interchange among the personnel over difficult processes, having mutual reflection, checking perceptions, sharing frustrations and success, providing reassurance that problems are normal and overcoming the tendency to avoid practice during awkward periods as practice should begin immediately after training. After all training, teachers should provide feedback to one another, ensuring that growth continues within the school. Feedback helps keep the mind of teachers on the business of perfecting skills, polishing them and working through problem areas. Feedback is also beneficial to the principal as leader and researcher, and it is also important to know when to use new strategies as everyone needs assistance in learning to pick the opportune moment. The DCS Computer Application Technology (CAT) teacher would lead a session on using the latest software. For instance, the teacher-librarian would teach the staff how to help learners to conduct better research, while the reading specialist would help teachers learn new vocabulary-acquisition strategies.

PTD time should be spent working to further the DCS’s internal three-year strategic plan. The teachers would also, amongst themselves, organize groups to take courses together (Jehlen, 2007:36-37). The model of PTD needed to fit DCS, and PTD would reduce isolation and increase support amongst teachers. During PTD implementation, teachers need to familiarize themselves with new skills being taught and observed, whilst giving feedback for new skills. It should be open to experiment and have the willingness to persist and refine skills (Brandt, 1989:183-197). PTD should also focus on curriculum topics such as classroom management, co-operative learning and literacy instruction. It should encourage reflection and self-analysis, seeking to establish a norm of continuous learning, offering teachers opportunities to perfect continuous learning strategies and offer both formal and informal support. Placing teachers at the centre of school change is important,
producing teachers who are skilled practitioners and have the capacity to function as change agents.

The DCS teachers, on the other hand, should take on non-traditional roles of “boundary-spanners”, because they cross conventional lines of demarcation between roles within a culture of complacency and laissez-faire, also focusing on teacher leadership and the challenges of assuming new non-institutional roles. These teachers would develop a willingness to take up instructional risks and experiment with new content and approaches, as well as being intellectually stimulated and energized by exposure to new ideas, opportunities to conduct school-based research, and collegial interaction with peers. They grow from engaging in non-traditional roles, are less isolated and powerless and strive to improve in their classroom practice. They have a greater feeling of professionalism and experience greater teacher satisfaction and improved morale, with confidence in their own knowledge and their learning takes place in the context of thinking and acting as master teachers (Abdal-Hagg, 1998:22-25).

Wassermann (2004:489) writes that teaching requires the “wisdom of Solomon”, the problem-solving skills of Feynman, and the artistry of Michelangelo, that is that it is a problem-solving and decision-making process, hence the need for PTD. PTD experiences for teachers should include work on promoting and increasing personal autonomy in problem-solving and in making thoughtful, reasoned decisions based on a clear and articulated educational beliefs and values, requiring consummate skills.

2.7 CHALLENGES OF PTD IMPLEMENTATION IN DCS

The term ‘challenge’ refers to resolving a problematic state, challenging processes that start with the identification of a persistent problem or with a desired goal (Brandt, 1989:211). Teachers who are impulsive during the PTD implementation are likely to short-circuit the learning process by committing so many errors that they collapse and give up in frustration or prematurely settle
on an inappropriate conclusion (McNergney & Carrier, 1981:189). A number of factors that impact on PTD include:

- The political and socio-economic environment
- The teacher support and development
- The role of South African Council of Educators (SACE)
- How teachers view themselves
- The negative public images of teachers (South African Council of Educators, 2006.09.13).

According to Wayne et al. (2008:475), there are three common weaknesses of PTD effectiveness:

- Poor alignment between the pedagogy that PTD trains teachers to use, for example inquiry–oriented instruction
- Poor alignment between the content of what is taught in the classroom and the content on which learners are tested
- Lack of sufficient time-lag between the PTD intervention and the measurement of PTD impact.

2.8 SUMMARY

This chapter has outlined the attempt to answer the research question: “A leadership perspective on the creation of opportunities for PTD in DCS" a “school-on-wheels”. It is a literature survey that will assist the researcher to conceptualize the research, presenting literature which supports the researcher’s objective. PTD and support hold the key to the provision of quality education, and as Dugmore (2005) argues, without highly qualified, skilled and motivated teachers, the quality of learning and teaching will suffer. Leadership plays a pivotal role in school-based PTD implementation, because it is the leader who perceives a vision of where s/he wants to take the organization, displaying patience in dealing with transformational issues, and adapting to practicing different leadership styles to achieve the PTD
programmes’ goals. Teacher training, essential in successfully implementing PTD, as explained by Shaw (1992:38) is induction training, and on-going staff development and appraisal.

Teacher attitudes and perceptions would determine the DCS’s SMT and teachers’ responses to all created PTD opportunities, because attitudes are the mental processes that relate the participants to PTD. Attitudes are viewed as complex systems comprising teachers’ beliefs, feelings, actions and tendencies (Ajzen & Fishbein, 1980 in Steyn, 2002:27). These would either have a positive or negative impact on PTD implementation.

Collay et al. (1998:95) define culture as an embedded part of how people define themselves, their common beliefs, social customs and material artifacts making them distinct and receptive or resistant to change initiated by PTD programmes. Personal backgrounds have been recognized as an important factor in the development of perspectives of teachers.

Donhorst and Hoover (2007:29;38) regard PTD as the vehicle for providing the knowledge needed to support change and the interest needed to create momentum, with the aim of providing up-top-date skills to teachers through mentoring, guiding, counseling, educating, training and en-heartening the staff. To give more clarity on the way in which this study will be conducted, the following chapter will focus on the research design, as well as the methods employed in this study. Data collection methods and data-processing and analysis will be examined and measures to ensure trustworthiness and ethical considerations during the research pursued. It will analyze the research framework, whilst setting boundaries within which the applications of the literature review of the study will be appraised.
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter provides an exposition of the research methodology employed in this single case study, attempting to answer the research question. It will provide a comprehensive explanation of the methodology employed, taking into cognisance the sampling methods as well as the method of data collection and analysis, and providing the rationale for the method used. It will also outline the strengths and limitations of the research, as well as detailing ethical issues.

3.2 RESEARCH DESIGN

Research design is the logic that links the data to be collected and conclusions to be drawn from the initial question, that is the way the leadership created and promoted PTD opportunities in DCS, a school without a permanent structure within an informal settlement in South Africa.

According to Merriam (1998:5), qualitative research is an umbrella concept covering several forms of inquiry, in this instance the single case study of the creation of PTD opportunities in DCS. It helps the principal as researcher to understand and explain the meaning of social phenomena with as little disruption of the DCS’ natural setting as possible. In the process, the researcher is able to grasp the subjective meanings of social action during the process of continuous school-based PTD in DCS. A constructivist approach will help the researcher to grasp how the process of school-based PTD is continually recreated and sustained by the social actors, i.e. the principal, the SMT and teachers of DCS. This relates to the purpose of the study, namely to examine and explore the social interactions of the DCS leadership and the participants in the process of PTD implementation.
Stake (1995: XI;8;135) writes that a case study is the study of the particularity and complexity of a single case, its real business is particularization, not generalization, and its uniqueness. A qualitative case study is a highly personal research, where the researcher includes his or her own personal perspectives. A single case study approach (Stake, 1995: XI) is proposed for this research as it will enable the researcher to provide a rich critical view, with analysis and thick descriptions of continuous school-based PTD in DCS, allowing the researcher to develop a detailed view of processes, interactions and meaningful systems.

A qualitative case study is an intensive holistic description and analysis of a single instance, phenomenon or social unit. Qualitative research methodology is explorative, descriptive and contextual in nature. In qualitative research, meaning is socially constructed by individuals in interaction with their worlds. This study will employ a qualitative approach as it will help to illuminate and understand the role of the SMT and teachers as change agents in DCS, as well as how PTD empowers them as the DCS’s social actors (Merriam, 2002).

According to Merriam (1998:19-27), a case study design is employed to gain an in-depth understanding of the situation (creation of PTD opportunities in DCS), and meaning for those involved (the SMT and teachers). Insights gleaned from this case study can directly influence practices in DCS, as case studies are intensive descriptions and analysis of a single unit. Qualitative case studies in education are often framed with the concepts, models and theories from sociology. It can also be a description and analysis of a school programme (implemented PTD programmes in DCS). This is an educational case study, since the focus is on some aspects of educational practice. The case study approach will assist the researcher in revealing more meaningful data about the case of creating and promoting school-based PTD opportunities in DCS. The research will be a critical reflexive case study. This case study arises out of the desire to understand complex social phenomena of creating and promoting school-based PTD opportunities, allowing the critical view to retain the holistic and meaningful characteristics of real–life
events such as creating opportunities and promoting school-based PTD (Yin, 1994:1-3). As Stake (1995:1) notes, cases of interest in education are people noted for both their uniqueness and commonality, as is the case of the PTD programmes in DCS. Creswell (2008:476) regards a case such as the one under study as unusual and having “merit in and of itself”. Such a case study is regarded as an intrinsic case. The focus of this study is an insider’s perspective of the process of school-based PTD programmes in DCS which is under investigation (Babbie, 2008:104-111).

Babbie et al. (2007) writes that exploratory studies lead to insight and comprehension rather than the collection of detailed, accurate and replicable data, using in-depth interviews. Exploratory studies are valuable and are essential whenever a researcher is breaking new ground, yielding new insights into this topic of research. This case study is explorative as it offers the researcher an opportunity to gain insight into the SMT and teachers of DCS’ role as change agents during the implementation of PTD programmes. Drawing from the socially constructed knowledge claims, assumptions identified here state that individuals seek to understand the world in which they live and work. They develop subjective meanings of their experiences during the implementation of PTD. In this phenomenological research, the researcher will identify the essence of human experience concerning the PTD phenomenon. Understanding the lived experiences of the DCS social actors through extensive and prolonged engagement is the core element of the phenomenological nature of this research (Creswell, 2003).

3.3 RESEARCH METHOD

A case study refers to the basic descriptive material a researcher has assembled by whatever means available, here about the creation of PTD opportunities in DCS. The case material is the content of the researcher’s field notes prior to any deliberate analysis. It is the researcher’s data which is the documentation of school-based PTD programmes which has been assembled with the explicit end in view of drawing theoretical conclusions from it. The focus of this critical and reflexive case study is a group of social actors, i.e. the
SMT and teachers of DCS engaged in the implementation of PTD programmes in DCS. A case study is a way of organising social data so as to reserve the unitary character of the social object being studied. It also views the DCS social unit as a whole. All case studies, as is the case of DCS, are located within some wider context which in turn imposes constraints on the actions of the protagonist in the case study. This case study is a detailed examination of the creation of PTD opportunities which exhibits the operation of the general theoretical principle.

This section provides an exposition of the research methodology that was employed in the quest to answer the research question. It provides a detailed explanation of the methodology used for the research in terms of the sampling method, and provides a justification for the method used. In addition, possible limitations of the research, problems experienced by the researcher and ethical issues are detailed.

In order to answer the research question and arrive at the goal of the research, the qualitative research method was used. The objective was to study how opportunities for the implementation of PTD were created in DCS. In order to investigate such a notion it was critical that the researcher used qualitative orientation. The qualitative research methodology allows one to understand the DCS social actors in terms of their definition of PTD (Shumba, 2006:26-27). Qualitative research attempts to construct and reconstruct meaning and reality as seen and experienced through the eyes of the participants. The research methods employed photographs, interviews and observations.

The researcher agrees that no case study can be presented in isolation from the corpus of empirical information and theoretical postulates against which it has significance. The characteristic uniqueness of this case study is largely due to the fact that the PTD process and programmes described in this study are presented at a fairly low level of abstraction, as this case study is contextualised. It is incumbent on the researcher to provide her readers with a minimal account of the context to enable them to judge for themselves the
validity of the creation of PTD opportunities in DCS. This study is a reliable and respectable procedure of social analysis, because in this study the inferential process turns exclusively on the theoretically necessary links among the PTD features of this study. The validity of the extrapolation depends on the typicality, representativeness of the case and upon the cogency of the theoretical reasoning. The rich detail which emerges from the intimate knowledge that the researcher must acquire in this case study, as it is well conducted, provides the optimum conditions for the acquisition of those illuminating insights which make formerly opaque connections suddenly pellucid (Mitchell, 1983:187-207).

A qualitative research is one that usually emphasises words rather than quantification in the collection and analysis of data. This research strategy is inductivist, constructionist, and interpretivist, and tends to be concerned with words rather than numbers. It is an inductive view of the relationship between theory and research, whereby the former is generated out of the latter. An epistemological position described as interpretivist, it stresses the understanding of the social world (DCS) through an examination of the interpretation of PTD by the DCS’ SMT and teachers, also an ontological position described as constructionist, implying that social properties are outcomes of the interactions among the DCS social actors. A social epistemology enables the researcher to consider the term ‘learning’ as embodying a range of historically constructed values, priorities and dispositions toward how one should see and act toward the world. It is a new way of ‘learning to learn’. Social epistemology places the DCS social actors and their social worlds as central in producing social change.

The different traditions in qualitative research are ethno methodology, seeking to understand how social order is created through talk and interaction of the participants, and has a naturalistic orientation. From a postmodernist perspective it emphasises method, and is sensitive to the different ways. Social reality of PTD opportunities in DCS can be constructed. In qualitative research, the investigator herself is the main instrument of data collection, so that what is observed and heard, and what the researcher decides to
concentrate upon, is very much a product of her predilections. The intention of the researcher is not to predict but to understand, explore and explain the creation of PTD opportunities as an educational phenomenon. It is the cogency of the theoretical reasoning rather than statistical criteria that is decisive in considering the generalizability of the findings of qualitative research. It is the quality of the theoretical inferences that are made out of qualitative data that are crucial to the assessment of generalization. However, qualitative research frequently lacks transparency in the way the research was conducted. In qualitative research, the perspective of those being studied, that is what they see as important and significant, provides the point of orientation concepts, and theoretical elaboration emerge out of data collection. It lends itself to the delineation of a clear set of linear steps and is more open-ended (Bryman, 2004:267-289).

This research study is concerned with how the SMT and teachers of DCS make meaning out of their lives and their environment, which links to the purpose of this study. Focus is on knowledge as a material element in social life, considering it as a social practice that generates action and participation, knowledge about social change, and challenging the reigning notions and the traditional belief that knowledge is power. It looks for power behind the way people affect knowledge to intervene in social affairs. Knowledge is not only constructed by observable phenomena, but also by descriptions of the DCS’ SMT and teachers’ beliefs, values and reasons. Lived experiences of the DCS’ SMT and teachers during the implementation of PTD programmes was scrutinised to highlight how the social actors perceived their roles amidst the changes brought by the implementation of PTD programmes.

The principal as researcher will look for shared patterns of behaviour, beliefs and language that the DCS’ SMT and teachers adopt over time. The DCS’ social actors have shared patterns as their common social interactions that stabilize as tacit rules and expectations of the group. Their behaviour is action taken in their cultural setting of DCS, and language shows how the social actors interact with others in DCS’ cultural setting. The researcher thus interpreted from a reflexive position (Creswell, 2003:472-506), meaning that
the researcher is aware of, and openly discusses, her role in the case study in a way that honours and respects the DCS as site, its SMT and teachers being studied (Creswell, 2003:645). Reflexivity means that the researcher will reflect on her biases, values and assumptions, and actively writes them in her research. Creswell (2003:485) further cites that reflexivity in ethnography causes the researcher to be concerned about his/her impact on the DCS as site and on the participants. Thus, she had to negotiate entry with key individuals and planned to leave the site as undisturbed as she found it. The researcher interpreted and wrote the case study from a reflexive position (Creswell, 2003:506).

Methodologically the focus was on examining the lived experiences of the principal, SMT and teachers as they planned, developed, implemented and evaluated the PTD programmes of DCS. A constructivist approach was adopted in terms of observing the social interactions of the principal and her academic personnel. As noted by Bryman (2004:117):

> constructivism is an ontological approach which assets that social phenomena (creation of PTD opportunities in DCS) and their meanings are continually being accomplished by social actors (DCS’s SMT and teachers); social phenomena and categories are not only produced through social interaction but that they are in a constant state of revision.

It is constructivist in that knowledge is constructed rather than discovered (Stake, 1995:99). Since the researcher is also the principal of the school, she adopted a “reflexive” approach to the data-collection process. Bourdier and Wacquant (1992:4) state that a reflexive approach entails “the systematic exploration of the unthought-of of categories as well as guide the practical carrying out of social inquiry” into the interactions of the SMT and teachers in the process of continuous school-based PTD. Bourdieu and Wacquant (1992:40) further state that the organizational and cognitive structure of the discipline of school-based PTD will be interpreted by the researcher as s/he subjects him/herself to the same critical analysis as that of the object of study,
in this case interactions of SMT and teachers during the creation and implementation of PTD programmes.

3.4 A BRIEF DESCRIPTION OF THE RESEARCH SITE

The single critical and reflexive case study focused on DCS, a school comprising mobile units in an informal settlement, in the far northern parts of Johannesburg. DCS is in the Johannesburg North District (JN), one of 15 districts of Gauteng Department of Education (GDE). JN has 203 schools of which 98 are primary schools, 39 high schools, 2 combined schools, 49 independent (private) schools, 2 colleges, 9 LSEN (learners with special educational needs) schools and 4 ABET (Adult Basic Education and Training) centres. JN is further divided into four sections, namely Soweto (Diepkloof and Orlando schools), Central (Westbury, Coronation, Sophiatown and Brixton schools), Randburg, which includes most independent schools (Greenside, Emmerentia, Parktown, Melville, Roosevelt Park, Randburg and Fourways schools) and the Far North (Diepsloot, Lanseria, Cosmo City and Honeydew).

3.5 THE RESEARCHER’S ROLE

In this single case study the researcher is the school principal; she had to heed to Silverman’s (1997:121) recommendations to be cautious not to pre-determine meaning, intimidate nor subpoena the participants. She had to respect the participant’s values and judgments, allowing them free and open responses during the interviews which were conducted by an independent experienced interviewee, and so avoid bias.
3.6 TARGET POPULATION

The participants of this research project had to be the DCS’ SMT and the teachers with the principal as the researcher (Babbie, 2008:97). The focus of the case study was the interaction of the school’s leadership and teachers in the process of implementing PTD programmes in DCS. Specifically, this is an in-depth case study of how the principal creates and promotes opportunities for PTD implementation, calling for social interactions of the principal with the SMT and the teachers. Ten teachers and ten SMT members were initially selected on a voluntary basis, with the choice of participants based on how well they knew the school and the PTD programmes being implemented, i.e. teachers who had been employed at the school since its establishment. The researcher’s judgment was also an important part of the selection process (Babbie, 2008:204), though she ensured that she was not present, leaving it to one of the deputies to supervise. This was so that none of the SMT or teachers felt coerced to participate because they might feel indebted to the principal. The entire school community had a brief overview of what the case study entailed.

3.7 SAMPLING METHOD

Purposeful sampling was used in this single case study, whereby the researcher intentionally selected individuals, (the SMT and teachers) as well as the site so as to learn and understand the central phenomenon (Creswell, 2008:215). Purposeful sampling is a non-probability sampling methodology in which units of analysis are to be selected and observed. Both the SMT and teachers participating should have an information-rich knowledge of the concept (PTD), the site (DCS) and the phenomenon being researched. Creswell (1998:148) states that it is “…purposefully select informants that will best answer the research question”, here The DCS personnel actively engaged in the PTD programmes implemented.
3.8 DATA COLLECTION AND ANALYSIS

Data analysis involves a search for patterns in data, recurrent behaviours, objects or knowledge (Mouton, 1998:61). According to Creswell (1994:153-154), it requires the researcher to be comfortable with developing categories and making comparisons and contrasts. The researcher also takes voluminous amounts of information and reduces it to certain patterns, categories or themes, then interprets this by using certain schema. Merriam (1998:7) writes that the researcher is the primary instrument for data collection and analysis in the research process, usually involving fieldwork. For Fick (1998:260) field notes are not merely summaries of events but rather detailed written descriptions of what was observed as well as the researcher’s interpretations. Creswell (1994: 45) recommends that the researchers should physically acquaint themselves with the participants, the environment and institution so as to observe behaviour in its natural setting. The researcher, as the school principal, is qualified on all of the abovementioned.

Stake (1995:71) argues that there is no particular moment when data analysis begins, because analysis is a matter of giving meaning to first impressions as well as to the final compilations. As this is a single case study (Stake, 1995: xi) data analysis will be non-numerical. Analysing qualitative data is a continuous process.

The following data collection techniques will be used in this research study:

3.8.1 Observations

Of the four types of field notes mentioned by Lincoln and Guba (1985:183-185) the researcher opted for observation notes, in which she recorded what she saw and heard in DCS. This entailed looking at DCS’s social actors during the process of school-based PTD, making measurements of what was seen, and looking at the way things actually appear. Observations were made in this study to collect empirical data (Babbie, 2008:46-47; 121). The researcher followed particular observations (Mouton, 2008:105) and tried to
enter the world of the participants, closely observing the social lives of those whose experiences are relevant study material for this research project. She developing a grounded theory that fitted the situation, being sensitive to the social actors, presenting all complexities found in the process (Corbin & Strauss, 1998:25-27; Creswell, 2008:432).

According to Stake (1995:71), analysis means taking something apart, for instance taking the single case study's observations and putting them back more meaningfully. Data was collected using participants' and non-participants' observations and focus group interviews. This was for the primary purpose of discovering underlying meanings and patterns of learning relationships within and among the units of analysis (Babbie, 2008:415). The collected data was pulled apart and put back together again more meaningfully. Analysis and synthesis in direct interpretation of the data collected was completed (Stake, 1995:71-75), enabling the researcher to produce trustworthy findings.

In analysing the collected data the researcher coded it. Coding is important in qualitative research as it enables the researcher to organise data into conceptual categories and create concepts and themes which will can be used when analysing the data (Neuman, 2003:41). The collected data was then coded according to the highlighted concepts and themes.

3.8.2 Interviews

Rubin and Rubin (1995:3) are of the opinion that interviews encourage people to describe their worlds in their own terms. Silverman (1997:84) also notes that interviews are important sources of information of a qualitative research study and an innovative strategy for gathering information. A qualitative interview is an interaction between an interviewer and the participants, in which the interviewer has a general plan of inquiry, here the creation of opportunities for school-based PTD and implementation, to be investigated. The qualitative interviews were conducted ensuring that the interviewees were fully familiar with the questions to be asked (Babbie, 2008:335-336).
In this study, semi-structured interviews were conducted by an independent interviewer on behalf of the researcher. The semi-structured interviews were utilized to create a frank, open friendly and interactive mode. Through these, the participants were given room to articulate their own perceptions freely. The researcher adopted the semi-structured focused group interviewing schedule, as this type of data gathering is aimed at gathering lived experiences of the participants during the process of school-based PTD programmes (Mouton, 2008:105).

The six focus group face-to-face interviews conducted lasted 30-45 minutes each until a point of saturation was reached. The interviews were conducted in the school’s library in the afternoon after their normal teaching time. The interviews spanned approximately two weeks. The interviewees were extremely enthusiastic and did not need any prompting to elicit responses.

The qualitative research methodology enabled the researcher (through the independent expert interviewer) to amend and improve questions during interviews. This added more value to the study. The researcher requested an independent expert interviewer outside the school community to conduct the interviews, as the researcher is the school principal, and would not wish the SMT and teachers to feel coerced into participating.

The interviewer used open-ended questions until a point of saturation was reached. The interviews were tape-recorded (Lindlof, 1995:42) with permission granted by all participants in interview consent forms. As written by Patton (2002:381), the tape recorder is indispensable as it captures data more accurately than hand-written notes, the recorded interviews were then transcribed from the tapes through creative thinking and note-taking.

The text, ideas and phrases were critically considered and written down. Similar topics were put together and further arranged into major topics. They were abbreviated as codes written next to the appropriate segment of the text. Good descriptions of the topics were turned into categories, and data
belonging to each category were assembled together for analysis. Themes and categories were identified through open-coding.

3.8.3 Photographs

The researcher used photographs as a means of presenting social research (Schwartz, 1989:119). They represent what participants express non-verbally, giving the reader a sense and understanding of the site. Photographs are a powerful form of data collection, turning the researcher into a ‘tourist’ in his or her own site, and showing all the unfamiliarity within a familiar environment (Wordpress, 2007). The researcher focused on capturing social spaces within the work practices of the teachers throughout the process of PTD processes in DCS, presenting to the reader the participants’ social spaces as different focus groups. Photographs are a very visible way of collecting data, as they often get a message across much better than the best verbal description. The limitation experienced by the researcher was that she often felt that she disturbed the situation, since the camera caused the participants’ attention to move from what they were busy with. This was unintentional (Kanstrup, 2002: Volume 3).

3.9 STRENGTHS AND LIMITATIONS OF THE RESEARCH STUDY

The researcher developed a grounded theory from the data collected, closely observing and explaining the process of school-based PTD implementation in DCS, a poorly resourced African school with young, inexperienced teachers.

A case study is the in-depth examination of a single instance of some social phenomenon, such as the creation and implementation of PTD in DCS (Babbie, 2008:326). Yin (1994:3) writes that the case study allows an investigation to retain the holistic meaningful characteristics of real life events. In this single critical and reflexive case study research, the status of the researcher as principal of DCS, in the research site, needed to be considered by the researcher as an insider. The insider-outsider dichotomy is the mental construction of behavioural boundaries that separate distinct groups and
those that are being studied. The principal is the one with most power and the SMT and the teachers with the least. The principal as the insider researcher has rich background inside knowledge of the school.

The limitations of the research are that single case study researches have the limitations of attention to a particular instance of something, which is the essential characteristic of the case study (Babbie, 2008:326). Yin (1994:9) states that the greatest concerns of case study research is that it allows equivocal evidence or biased views to influence the direction of the research findings. A single case study also provides little basis for scientific generalization, as one cannot generalize from a single case. Yin (1994) further raises the concern that case studies take too long, and they result in massive, unreadable documents. Stake (1995:65) states that qualitative case studies seldom precede as a survey with the same questions asked of each participant (focus group) during interviews. Merriam (1998:42) cites that other limitations of a case study are that the researcher is left to rely on her own instincts and abilities throughout her research effort, and that it lacks representative qualities, rigour in the collection, and construction and analysis of the empirical materials that give rise to the research itself.

The SMT and teachers regarded the principal as an outsider because of the authority she had in the school. This would have made them uneasy and uncomfortable during interviews, hence the engagement of an independent expert interviewer to conduct interviews and so get good, truthful, honest and unbiased responses. The researcher did not want to influence the participants’ responses in any way, hence the engagement of this independent interviewer. Another factor was that participants would perceive the principal as knowing the school context more than them, hence the questions and interviews.
3.10 ETHICAL CONSIDERATIONS

As the researcher conducted research at DCS, which is a public school, permission from the Gauteng Department of Education (GDE) had to be obtained. Permission was sought from the School Governing Body (SGB), as it oversees DCS.

When people are the core of the research, there are ethical issues that must be taken into consideration. This would assist the researcher in guarding against abusing the dignity and well-being of all the participants, as well as their rights (Merriam, 1998:214). The research proposal was clarified to all the participants, so that they were fully aware of what they were committing themselves to. They were also made aware that their participation would be voluntary, and had to give written consent to participate in the research study. They were also made aware that they were free to withdraw from participating in the research project at anytime, without any coercion. The researcher ensured that while participating, the participants were not placed at any risk or any form of danger, both physically or psychologically.

The participants’ permission was requested in order for an audio recorder to be used when the independent expert interviewer conducted interviews. This would be for the purpose of recording, collecting and analysing data accurately, whilst exercising a high degree of confidentiality and anonymity, so as to ensure their privacy as participants. This also encouraged them to disclose further information. A high level of honesty was maintained concerning acknowledgement of all the sources consulted for this study.

Participants were informed that there were no financial benefits, but instead they would be granted the freedom to verbalize their concerns, frustrations, hopes and aspirations during the interviews. They would also be given feedback at the end of the research study.

The researcher made use of the services of an independent expert interviewer to conduct interviews, since she is the principal of the school and would have
been biased. That way, participants would not be afraid to tell the independent interviewer the truth for fear of victimization.

3.11 TRUSTWORTHINESS OF THE CASE STUDY RESEARCH

Merriam (1998:198-199) writes that all research is concerned with producing credible, valid and reliable knowledge in an ethical manner. Being able to trust research results is especially important to professionals in applied fields such as education (PTD programmes in DCS), which practitioners use as intervention in people’s lives. Merriam (1998:204-205) further notes that for any study to be scientific it must be regarded as credible, reliable and valid by the readers, and so measured by appropriate instruments. The above deal with the confidence and beliefs about the outcomes of the study. This phenomenon is called trustworthiness.

The research results are trustworthy to the extent that there has been some triangulation, which in qualitative research involves using a number of different methods to collect data. The qualitative case study provides the research with a depiction in enough detail to show that the researcher’s conclusions make sense. The aim of this research is to produce credible, reliable and valid knowledge that can be used to help other researchers, as well as the general population, to understand the phenomena of school-based PTD being researched in DCS, and have confidence in the conduct of the investigation and in the result of the findings.

3.11.1 Reliability

According to Babbie (2008:520), reliability is the quality of the measurement method that suggests that similar findings would emerge each time in repeated observations of the same phenomenon in the same site (PTD in DCS). It is a degree of consistency of data and should justify the entire process of research and enhance understanding (Merriam, 1998:207).
3.11.2 Validity

Wolcott (1995:169) describes validity as the extent to which accurate events are captured, meaning that what needs to be researched is indeed researched and recorded. Validity is further explained by Fick (1995:49) as the degree to which a survey instrument assesses what it purports to measure. Babbie (2008:343; 523) states that it describes a measure that accurately reflects concept under study, in this instance the creation of opportunities for school-based PTD in DCS. It measures the field research, providing greater validity, through which the researcher will give detailed illustrations of the processes of school-based PTD programmes in DCS. For validity to be achieved, the researcher has to ensure that there is a fit in the research question, data collection and data analysis guiding her in making valid research findings. A set standard of questioning was maintained by the independent interviewer.

3.11.3 Credibility

Credibility was achieved through objectivity and triangulation. The researcher sought to improve the probability of credible findings of the phenomena under study (PTD in DCS). This assisted in avoiding biases during the entire research process (Yin, 1994:90-99).

3.11.4 Triangulation

According to Creswell (2008:266) and Stake (1999:133), triangulation is the process of corroborating evidence from different individuals (the participants in the PTD process in DCS). It is the process in which different data sources are triangulated to ensure that the research findings and interpretation of the phenomenon being investigated are valid and accurate. The process of triangulation also involves comparing different types of data collection methods, as themes and categories are developed during the research. The ultimate objective is to make sure that the researcher develops a case study that is both accurate and credible (Creswell, 2008:266).
3.12 SUMMARY

This chapter elaborated upon and justified the research methods used, and detailed the strengths and limitations of the study. Ethical considerations were indicated which guided this single critical and reflexive case study research, and the role that the researcher played during the research was clarified. The thirteen teachers and five SMT members had been strategically chosen to give unbiased and accurate answers during the interviews sessions, and all volunteered to participate.

The next chapter will present the data analysis and interpretation with regard to the leadership perspective of the creation of opportunities for school-based PTD in DCS.
CHAPTER FOUR: DATA ANALYSIS

4.1 INTRODUCTION

In chapter three the research designs, methodology and rationale for using the qualitative research method were discussed. The research sample and design used were also clarified. In this chapter, the researcher will analyse the data gleaned from the interviews and observations. Merriam (1998:164) writes that to analyse data is to find essential meanings in the raw data, to reduce, pull it apart, and put it back in such a way that the reader can share the researcher's findings. Data analysis seeks to find the essence of what was learned. The researcher interprets the collected data so as to draw conclusions that reflect on interests, ideas and theories that initiated the inquiry. The purpose of this single case study was to collect data in order to develop an understanding of how leadership created opportunities for school-based PTD in DCS.

Diepsloot Combined School (DCS), a "school-on-wheels", is a product of unequal distribution of educational resources in the country, inherited from the apartheid era is the research site. This research dealt with how the creation of Professional Teacher Development (PTD) opportunities were created, implemented and evaluated in a school within a poor African residential area, with very limited teaching and learning resources, and young qualified but inexperienced teachers as staff members. PTD is a process of increasing the knowledge and skills of teachers, substantially providing them with collegial opportunities to learn. Teachers have a goal of becoming transformative intellectuals, with PTD now at the heart of school improvement in South Africa and the vehicle through which to reach this goal in DCS.

The research process commenced with the completion and submission of a GDE Request and Research Form to GDE head office. The GDE Approval in Respect of Request to Conduct Research letter was given to the researcher by the GDE authorities, which the researcher in turn forwarded to the JN
District Director. A formal letter was written to the DCS SGB chairperson seeking permission to conduct research onsite. The volunteer participants also received a letter each, formally requesting their permission to be interviewed. Initially twelve PLI teachers, seven HODs and two deputy principals were to be interviewed, however, during the two weeks when the interviews were conducted, four of the HODs had to attend contact sessions at Matthew Goniwe School of Leadership and Governance, and the independent expert interviewer ended up interviewing only three HODs. In total, the number of interviewees was eighteen.

### 4.2 PROFILE OF PARTICIPANTS

Of the fifty-four teachers in DCS, only eighteen who volunteered were among the first to be appointed when the school was established in 2001, or who were actively involved in the PTD processes. They were thus fairly young and inexperienced. As the school is from grade 0 to 12, the participants were divided into six different focus groups according to the phases they taught and their line functions.

The divisions were as follows:

<table>
<thead>
<tr>
<th>Phase/ Line Function</th>
<th>Number</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Phase (FP)</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Intermediate Phase (IP)</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Senior Phase (SP)</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Further Education and Training Band (FET)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Heads of Department (HODs)</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Deputy Principals (DPs)</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
4.3 OVERVIEW OF DATA COLLECTION

The purpose of this single critical and reflexive case study was to collect data in order to develop an understanding of how the leadership created opportunities for PTD in DCS. Contrary evidence would be respected. The interview and observational protocols contained the procedures and general rules on data collection. The independent expert interviewer used the open-ended questions as a guide and reminder regarding the information that needed to be collected.

4.4 DATA ANALYSIS

Mouton (2003:18) states that the aim of data analysis is to understand the various constitutive elements of collected data through an inspection of the relationship between concepts, constructs or variables, and to see whether there are any patterns that can be identified or isolated so as to establish themes in the data. Data was analysed by pulling it apart and putting it back again as themes. The viewpoints of the participants were obtained through data analysis and interpretation. The researcher employed open coding as suggested by Creswell (1994:155), to identify themes and categories. The researcher applied the principle of the constant comparative method. During the process of comparison, one set of information was compared to other sets and grouped according to common sets of meaning. This gave rise to the development of the following themes and codes, which will then be analysed:

- Hostile working environment – HWE
- Creation of a new school culture – CNSC
- Emotional Intelligence – EI
- Organisational learning – OL
- Other PTD impacts – OPI
4.4.1 Hostile Working Environment

As stated, DCS was only established in 2001, with no permanent infrastructure, but comprised mobile units with principals, deputy principals and HODs’ offices, administration units, ablution blocks, and classrooms.

“The principal made us look beyond all the mobile units; we instead learnt to treat them like a castle, a palace. We were not to allow these temporary structures to hinder our growth, or be an obstacle in performing our duties. She taught us to see the threat of our mobile units as positive, a strength”.

Some DCS teachers had a hostile, aggressive tendency. Others were timid, withdrawn and submissive when they first arrived at the school, because of a fear of the unknown.

“We are now very assertive. We can voice our opinion. We know what we want and how to do it. We are no longer quiet, no… in meetings, staff or phase meetings, we don’t just sit back, we talk… we contribute”.

Teachers could not plan together as none had the know-how. They lacked the experience and the expertise. Lack of knowledge made them fearful and suspicious of one another. They used unfriendliness as a cover-up for inability and incapacity.

“We managed to learn and develop team spirit, to work with others and share ideas, and also sit and plan together, as our confidence grew”.

“We attended workshops till late in the afternoons, on Saturdays and Sundays, and during our school holidays”.
4.4.2 Creation of a New School Culture

Culture is the sum total of inherited ideas, values and knowledge that determine a social structure and motivates people to enhance and cultivate traditions. It includes what people (the participants – the SMT and teachers) do and create as members of a specific society (DCS), that is people with similar knowledge and convictions, arising from the individual’s ability to create (Basso et al., 1995:619). Mentz (1990:76) states that a school’s culture consists of a set of common assumptions, meanings and values, which forms the background for all behaviour in the school.

This new school culture created through PTD implementation would assist teachers in understanding their obligations and in upgrading their content knowledge. It would also develop their reflective practice and problem-solving skills in teaching, administration and community relations, and facilitate a process of collegiality in order to reduce teacher isolation and thereby enhance the prospect of nurturing substantive change in their beliefs and practices (Craig et al., 1998:100).

It became clear that the newly appointed teachers wanted to break the norm, work extra hours, and put in more effort. They were eager to learn and willing to cooperate, which made it easier for the researcher to guide them in taking the initiative of building and establishing their own unique school culture.

“We attended workshops till late in the afternoon, on Saturdays and Sundays and during our school holidays; it was painful but was worth the efforts”.

“We came to school at 06H40 to teach or to hold meetings or to do strategic planning for the next year, and stay behind until 17H00 teaching or preparing lessons together. We knew the reason why we had to put in extra hours. We learnt to work extra hours, to work beyond the stipulated working hours, because we were benefiting, even if it was not financially – we are now better teachers and better people”.

“We have learnt to be focused on our duties and to be purpose driven”.

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4.4.3 Emotional Intelligence

Herbst et al. (2006:595-596) writes that Emotional Intelligence is that ability to perceive and express emotions in thought, understand and reason with emotion and regulate emotions in self and others. It uses emotions to redirect attention to important events, generating emotions that facilitate decision-making through self-awareness, having confidence and self-worth with strong personal ethics and a compelling personal vision.

“We can confidently say that we know, understand and respect each other. We don’t spend time fighting or in conflict, because we understand each other”.

“… our human relations improved greatly”.

“… most of us who were timid and withdrawn became assertive and resilient, became tolerant and embraced our diversity as a school community”.

“We have become better people, we have “Ubuntu” – we are more humane”.

“We are now empathetic towards our learners and each other as educators”.

“We have also learnt to accept each other as colleagues with our differences and weaknesses”.

“We are now proactive, assertive and possess improved listening skills…”
4.4.4 Creation of Organisational Learning

According to Van der Westhuizen et al. (2002:160), the principal should be cooperative and involved in the personal and professional wellbeing of the teachers. The supportive behaviour of the principal is aimed at both the social needs of staff members and their task-directness. The involved behaviour of the teachers is characterised by high morale. The teachers are proud of their school, work cooperatively and support each other. They are not interested only in each other, but also in the success of their learners. They have a bonded network of social relationships among themselves as staff members. They know each other very well; they trust each other and are positive about their ability to attain success.

“We manage to learn together and develop team spirit to work with others and share ideas”.

“We are now able to transfer our excellent skills to the learners we teach”. “We learnt to work and learn as a team”.

“...it is important to develop educators continually”. “The workshops enabled us to create a positive atmosphere on the school premises for our learners…”.

“As educators we are not afraid to ask advice from each other as colleagues or even support each other with difficulties we encounter. We share ideas on how to present a topic in class… we go on academic discovery journeys together”.

“We do not mind substituting for absent teachers…”

4.4.5 Other PTD Impacts

Craig et al. (1998: XII) state that teacher development is about ongoing personal growth and support. The Organisation for Economic Co-operation and Development (2001:9) states that education and training play a critical
role in helping individuals (DCS, SMT and teachers) and society (the Diepsloot community) to adapt to profound social, economic and cultural change. “The ability of education and training systems to fulfil these roles depends on whether educational institutions themselves respond to change, and on whether teachers develop…”.

From the interviews and observations conducted, PTD programmes created a strong team spirit and comradeship. The teachers were further motivated to raise their academic bar and pursue furthering their studies. Some of the teachers enroll for the same course at a university, form study groups, do assignments and projects pertaining to their studies together.

“Educators in the same phase learnt to work together as a team”.

“The principal always encourages the educators to study further…”.

“Most of us were also encouraged to improve our qualifications from REQV (Relevant Education Qualification Value) 12 to 13, 14 and 15”.

4.5 PROFESSIONAL DEVELOPMENT OBSERVATION PROTOCOL: SINGLE CASE STUDY OF THE LEADERSHIP PERSPECTIVE ON THE CREATION OF OPPORTUNITIES FOR PROFESSIONAL TEACHER DEVELOPMENT

The session background was as follows:

1. Objectives of the PTD as stated by the researcher:
   It is an attempt to understand how leadership in schools like DCS can enhance teachers’ growth through PTD programmes, increasing the knowledge and skills of teachers substantially providing collegial opportunities to learn; and is linked to solving authentic problems defined by the gaps between learner achievement and learner performance.
2. Activities planned

The researcher as principal created a learning environment for the DCS teachers. She organised several workshops and training sessions over a period of eight years. Below are some of the PTD programmes teachers participated in:

- Whole School Development
- Internal Whole School Evaluation
- Magic box – Personal Traits
- Holistic Enhanced Learning Programme
- Alternatives to corporal punishment
- Classroom management
- SANCA
- NICRO
- Food and Trees for Africa – greening the school
- Jo’burg City Parks – creating indigenous gardens
- REDS – Resilient Educators
- Vuselela-Ulwazi-Lakho HIV/AIDS drop-in-centre
- Dynamic Principals – school leadership and management
- OBE – Outcome Based Education
- NCS – National Curriculum Statements
- Induction Programme
- Policy Design
- SGB training
- School Financial Management
- Personal Financial Management
- Valued citizenship
- Human Movement
- Literacy independence
- Rokunda Mathematics, Science and Technology training
- Supedi – training for FP and IP in Mathematics
- Outward Bound-Camps
- Safety and Security in schools
• Learners with learning barriers
• Career guidance
• Team building
• Middle Management course
• Can Bee Done – Managing with excellence
• Inclusion
• Self-Management and Self-Mastery
• SACE-Professional Ethics
• Professionalism by Prof. J. Janssen
• University of Witwaters Rand – Learning to work with ADD learners
• Edu-fun
• Crawford College Lone Hill
• St. Peter’s Boys’ Prep
• St. Stithians Boys’ College
• NCVT
• FAMSA
• Equip
• Tshwaranang

3. Data of session:
   2001-2008

4. Number of participants:
   It was a purposeful sampling of:-

<table>
<thead>
<tr>
<th>Phase</th>
<th>Females</th>
<th>Males</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Intermediate Phase</td>
<td>2</td>
<td>1</td>
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<td>Senior Phase</td>
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<td>2</td>
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<tr>
<td>Further education and Training Phase</td>
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<td>2</td>
</tr>
<tr>
<td>Heads of Department</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>1</td>
<td>1</td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>
5. Length of session:
   Over a period of eight years, i.e. from 2001-2008.

6. Location of the sessions:
   A Johannesburg North school, Diepsloot Combined School, within the Diepsloot Informal Settlement.

7. Major activities observed:
   Different facilitators ran sessions according to the identified teachers’ needs or weaknesses. The period to conduct workshops or training varied from two hours to six months. Prior knowledge of the teachers was taken into cognisance when the workshops/training commenced. Workshops/training sessions would either involve a particular phase (focus group) or the entire staff. The workshop/training sessions were structured to actively involve the staff and so enable them to put what they had learnt into practice after the training.

8. Enhancement of participants:
   All the participants (detailed in no. 4) engaged as follows:
   - Hands-on activities
   - Small groups (Phase Focus Groups)
   - As a large group (the entire staff)
   - Treated each other with respect and observed their territorial boundaries.
   - Stayed on task during the workshops/training sessions
   - Interacted with each other during and after workshops/training
   - Created a strong working relation – outcomes was a strong workforce (staff/teachers)
9. Presenters/Facilitators:

All the workshops/training sessions were presented by different people from vast institutions, organisations and businesses. They facilitated activities as per the identified teachers or group’s needs and achieved the set goals/objectives. Participants were never humiliated, instead they were treated with the greatest respect and ensured that they stayed on task during the sessions, engaging them through open-ended questions and assigning tasks to them.

The facilitators were also popular and influential individuals whom the teachers wanted to be associated with, to cite a few:

- Dr. John Tibane – motivational speaker
- Dr. Muavia Galie – SACE director
- Professor Jonathan Janssen – University of Pretoria
- Mr. Vuyo Mbhuli – SABC 2 presenter

10. Design of PTD programmes:

An example of the PTD programmes the teachers engaged in has been cited in no. 2. These programmes were organised to meet both the professional and personal needs of the teachers so as to develop holistically balanced individuals.

4.6. SUMMARY

In this chapter, a brief overview of the data analysis and interpretation was given. It also dealt with the interpretation of the individual focus group interviews undertaken with the teachers, HODs and Deputy Principals. The aim was to explore and describe their experiences of PTD implementation. The researcher was able to develop five themes with regards to the creation of opportunities of PTD and how these were successfully implemented in DCS.
These themes were categories as follows:

Theme one addresses the issue of the hostile working environment the teachers found themselves in, once employed at DCS. The hostile environment was created by the temporary structures in which the school was operating, lack of resources, fear of the unknown, lack of experience, low self esteem and workshops attended outside normal working hours.

Theme two was about the creation of a new school culture, which elaborated on how the teachers embraced change, and broke away from the prevailing practices of spending minimal time at school. They increased the requirements at work far beyond the normal working hours by working till late in the afternoons, over weekends and during school holidays, breaking the culture of complacency. This was relevant for the Hostile Working Environment and the creation of a new school culture.

The third theme highlighted the importance of Emotional Intelligence; the DCS teachers having the ability to perceive and express their emotions; using emotions to redirect attention to important events; generating emotions that facilitate decision-making through self-awareness, and having strong personal ethics – being developed to become better teachers, better people who are humane, and tolerant of each other as they journey through the PTD trainings and workshops.

Theme four dealt with how DCS was transformed into a centre of organisational learning, of how the participants worked cooperatively, supported each other, cascading their success and excellent skills to the learners too; they learned together and developed a team spirit. They learnt to work and learn as a team; being continually developed.

The last theme, theme five, addressed the secondary effects of PTD – teachers were motivated to pursue furthering their academic studies. DCS responded positively to change, and its teachers were willing to be developed and to develop themselves academically; enrolling at universities as
individuals, as friends and as groups within a phase. Extracts from the interviews complimented the observations and so did the themes. A literature control was also undertaken so as to contextualize the findings in this critical reflexive single case study.

Chapter five will focus on the summary, findings, limitations and conclusions of the research study; and will also provide recommendations based on them.
CHAPTER FIVE: FINDINGS; SUMMARY AND RECOMMENDATIONS

5.1. INTRODUCTION

Chapter four provided an overview of the data analysis process which resulted in the development of different themes and categories, followed by a discussion of the findings. The purpose of this chapter is to focus on the findings of the literature review, the data collection and analysis. The summary, findings and concrete recommendations on the leadership perspectives of the creation of opportunities for PTD in DCS will be provided, based on the outcomes of the study, while acknowledging the limitations of the research.

5.2. SUMMARY OF THE STUDY

The primary aim of this study was to examine and explore the process of school-based PTD from a leadership perspective using the experiences of DCS as a case study. Exploring the creation and promotion of opportunities for school-based PTD in DCS. The researcher was interested in examining how the school principal could create an enabling environment and opportunities for the SMT and teachers so that they could change and improve their professionalism in key areas, such as instructional development and management skills. The study is an inquiry which attempts to understand how leadership in schools such as DCS could enhance PTD, increasing the knowledge and skills of teachers substantially, providing collegial opportunities to learn; and is linked to solving authentic problems defined by the gaps between learner achievement and learner performance. There has been no research conducted in DCS pertaining to teacher development. Understanding the creation and opportunities for PTD from a leadership perspective was conceptualized within a critical, reflexive framework, in which the researcher utilizes field methods that place the research on-site to present
the culture; the consciousness of the lived experiences of people living in asymmetrical power relations. This inquiry is linked to critical research, which is a social institution designed for social and cultural reproduction and transformation, as it aims to critically and reflexively dichotomizes the leadership perspective.

Chapter one gave the background and rationale of the research study. It stated the research problem, aims of the research, research methodology, the conceptual framework, as well as a brief summary of the diversion of the chapters of the case study. Important concepts used throughout the study were highlighted and explained, i.e. the different leadership styles and the concept of professional teacher development. The defying characteristic of a profession is that it is knowledge-based and client-orientated, committed to using the best available knowledge on behalf of the clients (learners), who are served. Collins (2008:96) cites that an effective PTD within the school requires the leader to adopt and practice different leadership styles dictated by the prevailing situation.

Chapter two explored literature on leadership as a trait for successful implementation of PTD, because it is the leader who perceives a vision of where she wants to take the organization. The leadership’s role in PTD cannot be underestimated. The leadership styles the principal adopts should be those which invite collegial views that provide structured, systematic educational delivery and create a school environment of caring, support and trust when implementing PTD (Steyn, 2005:44). All the above-mentioned leadership attributes would encourage teachers to be more committed and productive.

The background of teacher training was explored, as it was important to understand the background of the DCS teaching staff. Teacher training is the exploration of experience, focusing of progress elements and can be expressed as a continuum. Teacher training in South Africa differed from province to province before 1994. Teacher training is not a matter of practice but rather is the practice embedded in the context of school experience, because basic teaching equals competence (Furlong et al., 1988:66-68; 160-
The training colleges from which most of the DCS teachers graduated failed to provide qualifying teachers with self-assessment skills essential for personal growth (Shaw, 1992:51). These colleges failed to transform and capacitate the student-teachers to serve in a post-modern world.

Teacher attitudes would influence teachers’ perceptions of the participation of school-based PTD programmes. Grey and Barne (1996) defines attitudes as mental processes; they are complex systems comprising beliefs, feelings, actions and tendencies. They are affective, and behavioral; attitude and attitude formation is complex and is affected by many factors (Steyn, 2002: 33). Attitudes developed by the DCS teachers would give direction to the DCS’s staff’s participation in the created PTD opportunities.

Cultural backgrounds are regarded as having exploratory value in teachers’ receptiveness to a multicultural teaching perspective. Teachers’ beliefs, characteristics and cultural backgrounds influence the way they present their lessons and respond to challenges in teaching multicultural classrooms. The DCS teachers had to learn to adapt to the new culture of PTD, as well as changing their views and perceptions.

Professional Teacher Development helps establish a congruent learning and teaching culture. PTD in this study means tapping the latent potential in the DCS staff, exposing them to new skills and expertise to be competent in their work. PTD is as much a part of human nature; it is both life-sustaining and inevitable. In PTD, discourse serves the purpose which is related to building and sustaining a community of teachers who collectively seek human and social improvement, creating a set of relations rooted in shared intentions and challenges, focusing of deliberation about and development of standards for practice, and on the improvement of teaching and learning. Effective PTDs are those which are site-based and built on the combined expertise of in house staff members, it requires time, must be well organized, carefully structured and purposefully directed, focused on content and pedagogy, as educators, at all levels need just in-time, job-embedded assistance as they
struggle to adopt new curricula and new instructional practices unique to their classroom contexts.

PTD should create opportunities for teachers to develop the ability to be independent, flexible decision-makers about teaching, as it (PTD) empowers teachers to develop their own theory of practice and facilitates a flexible empowered approach to teaching. It should be cost-effective in terms of time and effort, persistent to teachers’ needs, relevant, practical and educationally sound. During PTD implementation, teachers need to familiarize themselves with new skills being taught, observe them and give feedback. They should be open to experiment and have the willingness to persist and refine skills. PTD should focus on classroom management, co-operative learning and literacy instruction, encouraging reflection and self-analysis, establishing a norm of continuous learning, offering teachers both formal and informal support. Placing teachers at the centre of school change, taking on the non-traditional roles of “boundary-spanners”, who cross the conventional lines of demarcation between roles within a culture of complacency and *laissez-faire*, as teaching has been seen as requiring the wisdom of Solomon, the problem-solving skills of Feynman, and the artistry of Michelangelo. It is a problem-solving and decision-making process.

Teachers who were impulsive during the PTD implementation, short-circuited the learning process by committing errors, they collapsed and gave up in frustration or prematurely settled on an inappropriate conclusion.

Chapter three focused on the research design, research methods, purposeful sampling and qualitative research method, which was explorative, descriptive and contextual. The research employed a critical, reflexive case study approach. The rationale for choosing the qualitative research method for the single case study was explained. The method used for data collection (observations, interviews and photographs), data analysis and interpretation were discussed in detail. The trustworthiness of the qualitative study was discussed, applying reliability, validity and credibility so as to prove the scientific quality of this case study.
Chapter four dealt with the in-depth analysis and interpretation of data obtained through observations, interviews and photographs of the DCS’s SMT and teachers as well as the site. From this data themes and categories were established. Themes extracted from the transactions were:

- Hostile working environment
- Creation of a new school culture
- Emotional Intelligence
- Organisational learning
- Other PTD impacts.

The findings of data collected from the literature review, observations, interviews and photographs were outlined and summarized in chapter five. Interpretations were made according to the aims of the case study research as stipulated in chapter one.

5.3. FINDINGS

From the literature review, observations, responses to the interviews and interpretation of photographs taken, the following findings were made and were interpreted according to the main reasons for the implementation of PTD, which were to develop the DCS’s SMT and teachers’ skills, attitude and knowledge in the following areas:

- Content knowledge
- Classroom organizational management
- Curriculum knowledge
- Pedagogical content knowledge
- Knowledge of learners
- Knowledge of the changing nature of the educational contexts
- Knowledge about the purposes and values
- School and comities.
The attended workshops and trainings were grouped under the eight identified areas they were to be developed in. Below are the detailed explanations:

5.3.1. Content Knowledge

It was imperative for teachers to enrich their content knowledge. GDE and the Johannesburg North District conducted both content and curriculum workshops and training sessions, however the principal as a visionary wanted teachers to rise to the level of the country’s best independent school, where they could build professional partnerships on a personal level with the Independent Examination Board (IEB) examiners and moderators. The DCS staff also interacted with their SMTs and master teachers, not entirely a new situation. The programmes attended were:

- St. Peter's Boys’ College visits
- Supedi – training of the FP and IP teachers in Mathematics
- Rokunda – FP, IP and Snr Phase teachers’ training in Mathematics, Natural Science and Technology

5.3.2. Curriculum Knowledge

This was not a repetition of content knowledge; rather the training and workshops teachers engaged in were more on building insight, deep knowledge and broadening of perceptions. It was also refreshing for teachers to visit highly esteemed schools, where they were treated with the greatest of respect and hospitality, in environments that were inviting. The main objective sent out to them by the principal was to drive them towards changing their perception about teaching and everything that it entails. Teachers of the schools they visited were passionate, enthusiastic, committed and dynamic.
The DCS staff was engaged in the following:

- Literacy Independence
- Edu-fun (On a weekly basis)
- Crawford College Lone Hill visits
- St. Peter’s Boys’ Prep School visits
- Leshata Secondary School in Orange Farm visits

### 5.3.3. Pedagogical Content Knowledge

GDE, in its capacity as the Provincial Education authority, organised forty hour workshops to train all their teachers on OBE and NCS. When the DCS teachers came back from the workshops they were overwhelmed and apprehensive, led to the school to engage independent expert facilitators to conduct training at grades and phase levels, customizing the training to suit the staff teaching and working environment. They attended sessions on:

- Outcomes Based Education (OBE)
- National Curriculum Statements (NCS)

### 5.3.4. Classroom Organisational Management

As already stated, since all the teachers of DCS were relatively young and had very little or no experience, it was important that they acquire skills which would empower them to be good classroom and situational managers. Lack of these skills would compromise curriculum delivery in their respective classrooms. The sessions were mainly on capacity building:

- Alternatives to corporal punishment
- Classroom management skills
- Can Bee-Done Managing with excellence
- Equip Programme addressing:
  - learner discipline
  - classroom management
iii) lesson preparations
iv) developing school-based monitoring tools

5.3.5. Knowledge of Learners

This emanated from the numerous challenges the DCS teachers were confronted with on a daily basis, both inside and outside the classrooms. It called for them to have a holistic knowledge of their clients – the learners

- Holistic Enhanced Learning Programme
- Human Movement
- Dealing with learners with learning barriers
- Inclusion training
- Learning to work with ADD learners
- Outward Bound Camps
- Career Guidance

5.3.6. Knowledge of the Changing Nature of the Educational Contents

Living in a competitive global village poses challenges as South African citizens, as a country, have to consistently rise to global standards in education. The DCS personnel had to quickly come to terms with the fact that teaching could not be conducted in isolation, nor was it a private business. On the contrary, it was everybody’s business, hence the need to further train and reinforce what GDE or JN could have implemented. Sessions were conducted by expert independent facilitators, some on site and others at different venues:

- Whole School Development
- Internal Whole School Evaluation
- School Transformation Plan
- Policy Design
- Dynamic Principals – Vuyo Mbuli SABC 2 presenter
5.3.7. knowledge about the Purpose and Values

Teaching is a value-laden enterprise, which requires the teachers to understand themselves before attempting to understand their clients, overcome their personal challenges, be rounded and balanced individuals who can be entrusted with young minds to lead and mould. The teachers were capacitated through:

- Magic Box – Personality Traits
- REDS – Resilient Educators
- Personal Financial Management
- Valued Citizenship
- Team-building
- Self-management and Self-mastery
- Professional Ethics – Muava Gaullie the SACE director
- Professionalism – Professor J. Janssen - University of Pretoria

5.3.8. School and Communities

The DCS’s SMT and teachers quickly came to the realisation that the Diepsloot community directly affected the school and the learners. The school had to come up with strategies to stop undesirable attitudes, habits and tendencies from filtering to the school; rather they should capacitate their learners to positively impact the community. Success in this field helps explain the good reputation the school now enjoys in the community. The teachers had to be developed and empowered in these areas first:

- SANCA – knowledge and rehabilitation, peer counseling – related to substance abuse
NICRO – crime prevention
FAMSA – family values and domestic violence
Tshwaranang – domestic violence
Safety and security in schools
Vuselela Ulwazi – Lakho HIV/AIDS Drop-In Centre
NCVT
Food and Trees for Africa – greening the school
Jo’burg City Parts – creating indigenous gardens and nursery
SGB training
Induction Programme

5.4. RECOMMENDATIONS

The main aim of this study was to explore the creation and promotion of opportunities for school-based PTD in DCS from a number of leadership perspectives. Based on the above, the objectives of this study were to understand school-based PTD in the context of DCS, a newly established school with fairly young and inexperienced teachers. Secondly the study had to critically explore how school-based PTD programmes could improve DCS, that its clients, the learners’ quality of education should not be compromised. Lastly, the researcher had to explore the role of DCS leadership in creating opportunities for continuous school-based PTD.

In light of the literature review, interviews and observations conducted, the following are recommended:
5.4.1. Dealing With Principals’ perception

Leadership is an observable and learnable process. School principals should be trained to be trailblazers and trendsetters, visionaries who are strategic, who should systematically plan and inculcate a collective belief among his/her staff in what the school as an organization and its members can become. Collegially, they should strive to promote long-term vision and motivation to build a culture of academic and social excellence.

A successful principal cannot impose his/her operational strategies on other principals, so the onus is on education authorities, i.e. the Districts or Province to intensely build principals’ capacity, as the success of the institution, learner achievement and healthy working environments depend on them; neglecting this would be leading the schools into paths of destruction.

5.4.2. Overcoming Complacency

When the principal first introduced PTD programmes, most of her counterparts cited that the staff’s eagerness was due to the fact that they were still new in the system, that once their employment status changed from temporary to permanent their willingness would fade; instead the DCS’s staff are much more enthusiastic than never before; they are the ones who initiate workshops, arrive early for morning briefings and planning, leave late attending to parent-child issues, and conduct extra lessons. This positive attitude was inculcated by the positive approach the principal initiated changes with. Once they became aware of the need of growth be it personal, academic or curriculum, there was no room for complacency.

The recommendation is that the need for change must be aroused from within the principals and teachers; it should be like oxygen to the brain, as lack of it would be death. Complacency is the greatest enemy of PTD.
5.4.3. Secure Support

Most of the workshops and training that took place at DCS did not cost the school anything. Independent school, the corporate, NGOs and individuals are willing to assist in capacity building. They need to see the genuineness and commitment to change of both the principal and his/her staff; principals should learn to ask for help and support.

5.4.4 Teacher Training

This dictates to our current government to provide teacher development programmes for these employed teachers, and to also build world-class teacher-training programmes for student-teachers; working closely with schools which are the hub for all qualified teachers – at the same time, assisting the schools to set up effective induction, staff development and appraisal programmes. On the other hand, schools concerned with effective teaching and learning, and quality control will continue to provide a period of induction training for teachers in their first year of teaching; staff development (PTD) should be continuous, this should include good practice in teaching and management, using Integrated Quality Management System (IQMS) as an instrument to identify developmental needs.

Most of the workshops and training that took place at DCS did not cost the school anything. Independent school, the businesses, NGOs and individuals are willing to assist in capacity building. They need to see the genuineness and commitment to change of both the principal and his/her staff; principals should learn to ask for help and support.
5.5. THE FINDINGS OF THE RESEARCH CONFIRMED THE FOLLOWING

Teachers are not against development; they embrace it and thrive under it. The greatest concern raised was the time factor. The DCS principal had organised workshops and training after school, conducted until late in the afternoon; some over weekends and during school holidays. The DCS staff was willing to pay the price and sacrificed their time off. However, it is imperative that the education department look into running In-Service Training programmes during working hours, and employ teacher assistants who will take the classes while teachers are in training.

The scheduled training should be customized to individual school needs; follow-up sessions and constant monitoring should be the order of the day. If there is no monitoring, there will be no assurance that the suggested changes are effected.

5.6. SUMMARY OF MAIN OBSTACLES AND MAIN IDEAS OF THE STUDY

Professional Teacher Development assists in establishing a conducive academic atmosphere as well as a congruent learning and teaching culture. However when implementing PTD in a school, principals should develop strategies of overcoming obstacles and embracing new ideas.

5.6.1 Main obstacles

As much as PTD was successful implemented at DCS the process encountered several obstacles, and they are:

- Most service providers are only available on weekend or over school holidays; teachers strongly felt that this infringed on their time.
• PTD programmes had to be designed in such a way that “no teacher could be left behind” i.e. meeting the needs of both highly-skilled and unskilled teachers.
• Continuously guarding against the spread of negative attitudes and perceptions by a few individuals.

5.6.2 Main ideas of the study
• School principals should receive intense training on challenging the status quo, being pro-active and raising the bar in their schools.
• School principals should create an atmosphere of mutual understanding, a buy-in, negotiating times as well as create a win-win atmosphere in their institutions.
• The researcher learnt in this study that teachers embrace development and empowerment, they have a keenness to become excellent teachers.
• PTD is an excellent vehicle to create a functional school and would assist in drawing the interval whole school evaluation (IWSE) and drawing annual strategic plans and year plans of the institution.

5.7. CONCLUSION

It has been argued in this dissertation that there is a great hunger for professional development in education. As already noted, different teacher training programmes which were not standardized have created a problem in schools and in the broader education fraternity. Teachers come with different levels of qualifications. Countries such as Finland only consider employing teachers if they have a Master’s Degree. South Africa should introduce measures of capacitating the thousands of under-qualified and unemployed teachers it inherited from the past regime.

Secondly, it is imperative that teaching be turned into an attractive career for the younger generation. The researcher maintains that there should be ongoing school-based PTD programmes, securing a buy-in and ownership
from both the principal and staff, in order to give quality education to the learners regardless of where the schools are situated or which community the school is serving.
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Informed Consent Form For Research
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Language Editing

This is to certify that I have edited the following dissertation

A LEADERSHIP PERSPECTIVE OF THE CREATION OF OPPORTUNITIES FOR PROFESSIONAL TEACHER DEVELOPMENT IN DIEPSLOOT COMBINED SCHOOL

by

VERONICA KGABO

Date: Tuesday, March 16, 2010

Andrew Graham (Dr)

073 469 5014

Email: happy4andrew@hotmail.com
APPENDIX B

GAUTENG DEPARTMENT OF EDUCATION

RESEARCH REQUEST FORM

REQUEST TO CONDUCT RESEARCH IN INSTITUTIONS AND/OR OFFICES OF THE GAUTENG DEPARTMENT OF EDUCATION

1. PARTICULARS OF THE RESEARCHER

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<td>First Name/s:</td>
<td>MAPI TSO VERONICA</td>
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<tr>
<td>Title (Prof / Dr / Mr / Mrs / Ms):</td>
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<tr>
<td>Student Number (if relevant):</td>
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2. PURPOSE & DETAILS OF THE PROPOSED RESEARCH

2.1 Purpose of the Research (Place cross where appropriate)

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2.2 Full title of Thesis / (Dissertation) / Research Project

A leadership perspective of the creation of opportunities for school-based professional teacher development.

2.3 Value of the Research to Education (Attach Research Proposal)

The importance of school-based teacher development leading to School Improvement (SIP).

2.5 Student and Postgraduate Enrolment Particulars (if applicable)

| Name of institution where enrolled: | UNIVERSITY OF JOHANNESBURG |
| Degree / Qualification: | M. Ed |
| Faculty and Discipline / Area of Study: | Education Leadership & Management |
| Name of Supervisor / Promoter: | Dr. P. Du Plessis |

2.6 Employer (where applicable)

| Name of Organisation: | DIESCOTT COMBINED SCHOOL |
| Position in Organisation: | PRINCIPAL |
| Head of Organisation: | MRS M. U. KAGADO |
Street Address: 3292 Cnr Orange & Peach
Postal Code: Ext 6: Diepsloot
Telephone Number (Code + Ext): 011 464-0933
Fax Number: 
E-mail: 

2.7 PERSAL Number (where applicable) 

1 1 8 3 8 7 1 0

3. PROPOSED RESEARCH METHOD/S

(Please indicate by placing a cross in the appropriate block whether the following modes would be adopted)

3.1 Questionnaire/s (If Yes, supply copies of each to be used)

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If Yes, please specify the document/s:

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If Head Office/s (Please indicate Directorate/e)

N/A

**NOTE:**

If you have not as yet identified your sample/s, a list of the names and addresses of all the institutions and districts under the jurisdiction of the GDE is available from the department at a small fee.
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4.6 Number of educators/officials involved in the study (Please indicate the number in the relevant column)

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<tr>
<th>Type of staff</th>
<th>Educators</th>
<th>HODs</th>
<th>Deputy Principals</th>
<th>Principal</th>
<th>Lecturers</th>
<th>Office Based Officials</th>
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4.7 Are the participants to be involved in groups or individually?

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<tr>
<td>Groups</td>
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<tr>
<td>Individually</td>
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4.8 Average period of time each participant will be involved in the test or other research activities (Please indicate time in minutes)

<table>
<thead>
<tr>
<th>Participant/s</th>
<th>Activity</th>
<th>Time</th>
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<td>Educators</td>
<td>Questionnaires</td>
<td>2 hrs</td>
</tr>
<tr>
<td>SMT</td>
<td>Interviews</td>
<td>2 hrs</td>
</tr>
</tbody>
</table>
I declare that:

1. The applicant is enrolled at the institution / employed by the organisation to which the undersigned is attached.

2. The questionnaires / structured interviews / tests meet the criteria of:
   - Educational Accountability
   - Proper Research Design
   - Sensitivity towards Participants
   - Correct Content and Terminology
   - Acceptable Grammar
   - Absence of Non-essential / Superfluous Items

<table>
<thead>
<tr>
<th>Surname:</th>
<th>Du Plessis</th>
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<tbody>
<tr>
<td>First Name/s:</td>
<td>Petrus Jacobus</td>
</tr>
<tr>
<td>Institution / Organisation:</td>
<td>University of Johannesburg</td>
</tr>
<tr>
<td>Faculty / Department (where relevant):</td>
<td>Education</td>
</tr>
<tr>
<td>Telephone:</td>
<td>(011) 559 - 2602</td>
</tr>
<tr>
<td>Fax:</td>
<td>(011) 559 - 2262</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:pierpeds@uj.ac.za">pierpeds@uj.ac.za</a></td>
</tr>
<tr>
<td>Signature:</td>
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</tr>
<tr>
<td>Date:</td>
<td>2009-06-02</td>
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</tbody>
</table>

N.B. This form (and all other relevant documentation where available) may be completed and forwarded electronically to Shadrack Phele (shadrackp@gpg.gov.za) or Nomvula Ubisi (nomvulau@gpg.gov.za). The last 2 pages of this document must however contain the original signatures of both the researcher and his/her supervisor or promotor. These pages may therefore be faxed or hand delivered. Please mark fax - For Attention: Nomvula 011 355 0512 (fax) or hand deliver (in closed envelope) to Nomvula Ubisi (Room 525), 111 Commissioner Street, Johannesburg.
<table>
<thead>
<tr>
<th>Date:</th>
<th>22 June 2009</th>
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<tbody>
<tr>
<td>Name of Researcher:</td>
<td>Kgabo Mapitso Veronica</td>
</tr>
<tr>
<td>Address of Researcher:</td>
<td>70 Taurus Road</td>
</tr>
<tr>
<td></td>
<td>Sundowner</td>
</tr>
<tr>
<td>Telephone Number:</td>
<td>0114640949/0832774942</td>
</tr>
<tr>
<td>Fax Number:</td>
<td>0114640947</td>
</tr>
<tr>
<td>Research Topic:</td>
<td>A Leadership Perspective of the</td>
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<td>Creation of Opportunities for</td>
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<td></td>
<td>School-Based Professional Teacher</td>
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<td></td>
<td>Development</td>
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<td>Number and type of schools:</td>
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<tr>
<td>District/s/HO:</td>
<td>Johannesburg North</td>
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</table>

**Re: Approval In Respect of Request to Conduct Research**

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.

Office of the Chief Director: Information and Knowledge Management
4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.

5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.

6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.

7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.

8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.

9. It is the researcher/s responsibility to obtain written parental consent of all learners that are expected to participate in the study.

10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.

11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.

12. On completion of the study the researcher must supply the Director: Knowledge Management & Research with one Hard Cover bound and one Ring bound copy of the final, approved research report. The researcher would also provide the said manager with an electronic copy of the research abstract/summary and/or annotation.

13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.

14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

Pp Nomvula Ubisi
CHIEF DIRECTOR: INFORMATION & KNOWLEDGE MANAGEMENT

<table>
<thead>
<tr>
<th>The contents of this letter has been read and understood by the researcher.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Signature of Researcher:</strong></td>
</tr>
<tr>
<td>Date:</td>
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</tbody>
</table>
TO: Mr Chris Vondo  
School Governing Body (SGB) Chairperson  
Diepsloot Combined School

From: Mrs M.V. Kgabo  
Principal  
Diepsloot Combined School

Subject: Request to conduct Research Interviews in Institution (DCS)

Date: 06 August 2009

Sir

On the 22 June 2009 Gauteng Education Department (GDE) granted me permission to conduct a research in Diepsloot Combined School as part of my M.Ed studies; a single case study. I am hereby further requesting permission from you as the DCS SGB chairperson to conduct interviews and observations among 12 teachers, 7 HODs and 2 Deputy Principals (DCS). Teaching and learning will not be interrupted during the staff interviews.

Thanking you in advance for the granted permission.

Sincerely,

Mrs M.V. Kgabo  
MA student – University of Johannesburg
To:
  1. Foundation Phase Focus Group
  2. Intermediate Phase Focus Group
  3. Senior Phase Focus Group
  4. Further Education and Training Band Focus Group
  5. Heads of Department Focus Group
  6. Deputy Principals Focus Group

Diepsloot Combined School
Extension 6 Diepsloot

From: Mrs M.V. Kgabo
Principal
Diepsloot Combined School

Subject: Request for participation in the study “A leadership perspective of the creation of opportunities for school-based PTD in DCS”.

Date: 09 September 2009

Sir/Madam

This interview forms part of a single case study researching “the leadership perspective of the creation of opportunities for school-based Professional Teacher Development (PTD) in Diepsloot Combined School”. Your perceptions and experiences of PTD implementation in DCS are essential in helping me determine how effective and successful PTD opportunities were created in DCS. Not only will you be given the opportunity to voice your own opinions but you will also contribute to future developments for both teachers and the institution. You are given the assurance that confidentiality will be preserved, names will only be used per your consent or pseudo names will be used.

Thanking you in anticipation of your participation.

Sincerely,

Mrs M.V. Kgabo
MA Student – University of Johannesburg
APPENDIX D

INTERVIEW CONSENT FORM

This consent form outlines my rights as a participant in the single case study of “A leadership perspective of the creation of opportunities for school-based professional teacher development” conducted by M.V. Kgabo, University of Johannesburg. This interview will critically reflect my participation in PTD programmes implemented in DCS.

1. I agree to be interviewed for the purpose of the case study named above.
2. The purpose and nature of the interview has been explained to me.
3. I agree that the interview may be electronically recorded.
4. Any questions that I asked about the purpose and nature of the case study and interview have been answered to my satisfaction.
5. Choose (a); (b); or (c):
   (a) I agree that my name may be used for the purpose of the case study research only.
   OR
   (b) I understand that the researcher may wish to pursue publication at a later date and my name may be used.
   OR
   (c) I do not wish my name to be used or cited, or my identity otherwise disclosed, in the case study.

I HAVE READ THIS CONSENT FORM. I HAVE HAD A CHANCE TO ASK QUESTIONS CONCERNING ANY AREAS THAT I DID NOT UNDERSTAND.

Name of interviewee: ----------------------------------------------.

Signature of interviewee: -------------------------------------.

Date: -----------------------------------------------------.

You may decline to participate in this case study research. You may end your participation in this study at any time. Maintaining your anonymity is a priority and every practical precaution will be taken to disguise your identity. There will not be any identifying information on audiotapes or transcripts of this interview. I will not allow anyone other than the research supervisor to hear any audiotape of your voice or review a transcript of this interview. All materials generated from your interview (e.g., audiotapes and transcripts) will remain in my direct physical possession.
6. I have explained the case study research and the implications of being interviewed the interviewee and I believe that the consent is informed and that he/she understands the implications of the participation.

Name of interviewer:  

Signature of interviewer:  

Date:  

Signature of researcher:  

Date:  
APPENDIX E

INTERVIEW PROTOCOL

Case Study: “A leadership perspective of the creation of opportunities for school-based Professional Teacher Development in Diepsloot Combined School”.

Time of Interview:

Date: 19 November 2009

Place: Diepsloot Combined School

Interviewer: Mrs Sybil Zalk

Interviewees:
1. Foundation Phase
2. Intermediate Phase
3. Senior Phase
4. Further Education and Training Band
5. Heads of Department
6. Deputy Principals Focus Group

Position of interviewees: Post level one teachers of the different phases mentioned above; HODs; Deputy Principals

Questions

Section A: “Grand Tour” questions
1. How long have you been employed in this school?
2. What are your duties and functions in this school?
3. Why did you decide to work here?

Section B:
1. How do you view the creation of opportunities for school-based PTD in DCS?
   PROBE

2. What challenges do you face participating in school-based PTD processes?
   PROBE

3. Do you think school-based PTD opportunities in DCS have made you a better teacher? Please explain.
   PROBE
4. How helpful has the principal been in the implementation of PTD in DCS?

PROBE

Closing comments: Thank the participants and give them assurance of confidentiality of their responses.

Ask interviewees if they have any questions, and respond accordingly.
OBSERVATIONAL PROTOCOL

Observational Field notes: A leadership perspective of the creation of opportunities for Professional Teacher Development at Diepsloot Combined School.

Setting: DCS a school “on wheels” within an informal settlement.

Observer: M.V. Kgabo

Role of Observer: School principal

Date: 2001-2009

Time: Continuous

Length of Observation: Over a period of 8 years

Description: A case study of “A leadership perspective of the creation of opportunities for school-based PTD in DCS.

Portrait of Focus Group: Deputy Principals
  • Foundation Phase Focus Group
  • Intermediate Phase Focus Group
  • Senior Phase Focus Group
  • Further Education and Training Band Focus Group
  • Heads of Department Focus Group
  • Deputy Principals Focus Group

Picture of Setting:
Photographs will be inserted relevant to the Focus Group being observed.

Description of individual PTD themes/quotes/insights/
ACRONYMS

LTSM – Learner Teacher Support Material
SAT – School Assessment Committee
Gr – Grade
Gr R – Reception Year/ Grade 0
SBST – School Based Support Team
LSBST – Learner School Based Support Team
HL – Home Language
ABET – Adult Basic Education and Training Centre
CAT – Computer Application Technology
ADD – Attention Deficit Disorder
REDS – Resilient Educator Development
SANCA – South African National Council on Alcoholism and Drug Dependence
NICRO – National Institute for Crime Prevention and Reintegration of Offenders
IQMS – Integrated Quality Management System
REQV – Relative Education Qualification Value
DPSA – Department of Public Service and Administration
IT – Information Technology
HELP – Holistic Enhanced Learning Programme
LETU – Local Education Training Unit
TLO – Teacher Liaison Officer
IP – Intermediate Phase
FP – Foundation Phase
NCVT
SnrP – Senior Phase
FETBand – Further Education and Training Band
APPENDIX F

Interviewer: Mrs Sybil Zalk

1. INTERVIEWS: Foundation Phase Focus Group

Section A: “Grand Tour” questions

Int: How long have you been employed in this school?

R1: 8 years  
R2: 8 years  
R3: 8 years  
R4: 3 years

Int: What are your duties and functions in this school?

R1: I am teaching grade 3, and I am serving in the following committees: LSBST (Learner School Based Support Team); SAT (School Assessment Committee); LTSM (Learner Teacher Support Material); I am also in charge of ordering cleaning material for the whole school. I am responsible for monitoring Assessment in the Foundation Phase. I apply Inclusion in my classroom.

R2: I am teaching grade 2, and I am in the Finance committee.

R3: I am teaching grade 1, when I first started I was the grade R teacher, now I am the grade 1 educator. I serve in the following committees: Award committee; Discipline committee; I create teaching/visual aids for the Foundation Phase, I also help educators to share ideas.

R4: I am the grade R teacher and I serve in the Admission committee.

Int: Why did you decide to work here?

R1: I was unemployed, and the school was just established, so I applied and I was appointed.

R2: I was unemployed, I was looking for employment, I applied and I was employed.

R3: I was trained by St Peter Prep’s; the school had a partnership with DCS, and the St Peter’s principal wanted to make a difference at DCS so he and the St Peter Prep’s HOD encouraged me to come and work in DCS.
R4: The grade R teacher of DCS was promoted to teach gr 1, the school needed a gr R educator so I applied and was appointed.

Section B:
Int: How do you view the creation of opportunities for school-based PTD in DCS?

R1-3: We learnt a lot from PTD. We grabbed all the opportunities presented to us with open arms. We saw attending workshops as an opportunity to develop ourselves as most of us came to this school inexperienced. PTD helped improve our self-esteem, we managed to learn and develop team spirit, to work with others, share ideas. We learnt to put what we learnt into practice. There were many opportunities for growth created through workshops and training – for example: Inclusion; HIV/AIDS; Tibane Consultant; Valued Citizen; First Aid; Computer Literacy; Classroom Management; Induction; Rokunda; Supedi; Life Skills- human Movement/Guided Reading – Shared groups; Literacy Independent and Edu-fun which is enjoyed by both the learners and us.

Int: What challenges do you face participating in school-based PTD processes?

R1-3: We liked the workshops and trainings but it was a challenge to attend them over weekends and during school holidays.

Int: Do you think school-based PTD opportunities in DCS have made you a better teacher? Please explain.

R1-3: Yeeeeeesss, absolutely. The principal made us look beyond all the mobile units; we instead learnt to treat them like a castle, a palace. We were not to allow these temporary structures to hinder our growth, or be an obstacle in performing our duties. She taught us to see the threat of our mobile units as positive, a strength. We have learnt to arrange our classrooms, we were developed in implementing OBE, in classroom management; we were trained on how to meet the needs of our learners who had different learning abilities, jaa – Inclusion; we can now apply First Aid when a learner is hurt. We were empowered with leadership skills and we are now computer literate.

Int: How helpful has the principal been in the implementation of PTD in DCS?

R1-3: She was the one who initiated and organised everything. She has the skill to interact and network with the corporate, the NGOs and other organisations. She is not a selfish leader; she will identify our weaknesses as staff and will then intervene by arranging a workshop to help us overcome that problem; she is very good at mentoring and leads us by example.
2. Interviews: Intermediate Phase Focus Group

Section A: “Grand Tour” questions

Int: How long have you been employed in this school?

R1: 8 years
R2: 7 years
R3: 8 years

Int: What are your duties and functions in this school?

R1: I teach Maths in gr 7; Arts & Culture gr 7 and English gr 4. I also teach learners Drama, Dance, help with school’s Feeding Scheme, and serve in the SBST and SAT committees.

R2: I teach Social Sciences in gr 5; 6; 7; Life Orientation in gr 7; I am in charge of the Under 12 male Soccer team as well as the under 13 Volley ball. I also serve in the following committees: Discipline, SBST and Safety and Security.

R3: I teach Social Sciences in gr 4; HL (Sepedi) in gr 4 and 5. I am also the Netball coach of both the Primary and High school sections of DCS, and am also the Netball coach of the Far North schools; I am in the Athletics, Discipline and Admissions committees.

Int: Why did you decide to work here?

R1: The principal phoned my lecturer looking for a teacher – the lecturer in turn called me and told me that a disadvantaged school needed an Arts and Culture teacher with gardening and horticulture skills. I was very interested, that’s how I joined this school.

R2: I wanted to teach in a rural school and DCS was in a semi-rural area. I felt comfortable in such an environment.

R3: I was teaching at an ABET (Adult Basic Education and Training centre) in Alexander. When some of the Alexander community were relocated to Diepsloot I saw this as an opportunity to find permanent employment in a public main stream school, I applied and was appointed.

Section B:

Int: How do you view the creation of opportunities for school-based PTD in DCS?

R1-3: We see these opportunities in a positive light. The school offered us many opportunities to attend workshops. The principal and the HODs work very hard at identifying those who need to attend particular workshops to meet
their individual needs. We attended several workshops which improved our knowledge of OBE; workshops like that of Team Building taught us and enabled us to work together as a staff. Our social skills as well as our interpersonal relations improved tremendously, and our classroom management skills. Most of us were shy and withdrawn now we are so outspoken, we have gained great confidence and have high self-esteem.

Int: What challenges do you face participating in school-based PTD processes?

R1-3: In the past we had to attend workshops on Saturdays and Sundays. Currently we don't have any challenges at all. Sometimes there was a duplication of workshops, you know workshops were given different names but the content was the same, and sometimes the workshops clashed with the ones organised by the District.

Int: Do you think school-based PTD opportunities in DCS have made you a better teacher? Please explain.

R1-3: Oh yes. Educators in the same phase learnt how to work together as a team. We were greatly developed in OBE and NCS. You see – GDE would arrange a one week OBE or NCS training; and when we got back we wouldn't remember all the new things that we were taught, that's when the principal would organise more workshops to re-enforce that which we were trained on; this is what helped us to be expert teachers. We can now plan lessons well, manage classes adequately and have become better teachers who are now used by GDE to develop other teachers. We are now able to transfer our excellent skills to the learners we teach – so the PTD has also positively impacted our learners, their performance has improved too. We are now very empathetic towards learners who are infected and are affected by HIV/AIDS. We have also learnt to accept each other as colleagues with our differences and weaknesses. This was transferred to our learners; they accept and embrace each other’s diverse cultural backgrounds. We learnt to correctly assess learners with different abilities and to use different teaching approaches or methodologies. Our classrooms are a stimulating place because of the classroom displays we learnt to make. We now have good classroom discipline. We are also given incentives as teachers so as to strive for excellence all the time – for example, “Educator of the month” award which everybody wants to achieve.

Int: How helpful has the principal been in the implementation of PTD in DCS?

R1-3: The principal is the one who organised the workshops that were relevant to our needs as educators, she never just brought irrelevant workshops to us; she also identified appropriate facilitators. The principal has been very helpful in developing us. She leads by example.
3. Interviews: Senior Phase Focus Group

Section A: “Grand Tour” questions

Int: How long have you been employed in this school?

R1: 7 years.
R2: 4 years
R3: 7 years

Int: What are your duties and functions in this school?

R1: I am teaching Technology and Natural Science in gr 4 and 7. I am the school’s Teacher Librarian. I coach the Under 13 boys Soccer Team and I am also the chairperson of the Environment committee.
R2: I teach Home Language (IsiZulu) in gr 9, 11, and 12. I am a member of the SBST committee.
R3: I am the educator for English and CAT (Computer Application Technology) in gr 10. I also taught gr 8 and 9 English when I first joined the school up until 2008. I serve in the Finance committee.

Int: Why did you decide to work here?

R1: I was living in Diepsloot and I was unemployed, the school was just established and it seemed very convenient for me to work close to home. I first worked as a substitute educator for four months and as soon as there was a vacancy I applied and was appointed.

R2: The school desperately needed an IsiZulu educator and one of the HODs approached me and brought me to the school where the principal and the High school Deputy Principal interviewed me and later offered me the job.

R3: There were several posts advertised, I was one of the applicants who was successful in securing a job.

Section B:

Int: How do you view the creation of opportunities for school-based PTD in DCS?

R1-3: PTD is very effective because we have been developed in most areas for example Dr Tibane on Team Building and Educator Empowerment; We learnt how to design policies for different committees within the school; Computer Literacy; learnt to develop our own Mark Sheets; we are now able to set and type our Learning Areas’ examination papers, Work Sheets on computer. Other workshops we attended were: First Aid; Food and Trees for Africa; Classroom Management; we learnt how to run a Remedial class; to take care of the learners’ welfare and social needs; learnt to deal with ADD learners at WITS (University of Witwatersrand) we had to give learners
Pastoral Care as we were getting the same from the principal; REDS (Resilient Educator Development); took part in Outward Bound camps and activities; Substance Abuse workshops; went on NICRO camps with our learners, and many more. We can confidently say that we know, understand and respect each other. We don’t spend time fighting or in conflict, because we understand each other. Our human relations have improved greatly. We have become better people, we have Ubuntu, we are more humane, and we are now empathetic towards our learners and each other as educators. We can freely say that we now have over twenty certificates which we attained during our school based PTD. Jaa... PTD in our school has helped us to grow as educators.

Int: What challenges do you face participating in school-based PTD processes?

R1-3: There were really no serious challenges, its just that some workshops finished very late and we sometimes had to sacrifice our school holidays so as to attend the organised PTD programmes.

Int: Do you think school-based PTD opportunities in DCS have made you a better teacher? Please explain.

R1-3: Yes ..., a lot, very much. PTD in our school has helped us to be caregivers for our learners, being able to apply First Aid when needed; workshops on HIV/AIDS; being able to handle learners who are hyperactive; workshops on Careers and Career Guidance; Reading and Study strategies; Time Management – this workshop helped us a lot with the skill of managing our time generally, both in the classroom and being punctual for school. Every teacher in the school can now use a computer for mark sheets, tests, and work sheets – we do not need to use the chalkboard for presenting lessons. Our learners’ quarterly reports are computer generated, not hand written. We are now able to design work sheets for learner activities and for group work. We are also now able to maintain classroom discipline as a result of the classroom management workshop we attended; we can also apply skills from the Team Building workshop in the classroom.

Int: How helpful has the principal been in the implementation of PTD in DCS?

R1-3: The principal always encourages the educators to study further; she is a motivator. After any workshop she delegates duties to different educators and personally monitors the duties – this she does so as to ensure that we implement what we have been trained on. She has been very helpful in implementing PTD in DCS.
4. Interviews: Further Education and Training Band

Section A: “Grand Tour” questions

Int: How long have you been employed in this school?

R1: 4 years.
R2: 8 years
R3: 8 years

Int: What are your duties and functions in this school?

R1: I am teaching Geography in gr 10, and Mathematical Literacy gr 10 -12. I am also the Teacher Liaison Officer (TLO); serve in the Sports committee and am a member of LETU.

R2: I am teaching Life Orientation gr 10 – 12; Natural Science gr 8 and 9; am the coordinator of IQMS; in charge of “The Winning Team” project; serve in the School Discipline committee.

R3: I teach Mathematics in gr 8; 10 – 12: I serve in the IQMS committee, Time Table and Winning Team committees.

Int: Why did you decide to work here?

R1: The school has such a good reputation not only in the community but also in our region, it has great learner and teacher discipline and good matric results – so I wanted to be part of such a school.

R2: I was an unemployed Afrikaans and Physical Science teacher, who volunteered at a neighbouring school; DCS needed a teacher for the subjects I just mentioned, I applied and was interviewed and appointed.

R3: I heard that a new school was opening in Diepsloot and that learners were being relocated from Alexander to Diepsloot. I sought employment but also wanted to make a difference in these disadvantaged learners’ lives.

Section B:

Int: How do you view the creation of opportunities for school-based PTD in DCS?

R1-3: The workshops were created in a very positive way. These workshops were positive; they helped educators to grow and also motivated them. We as educators understand and appreciate what we are doing. We can confidently say that we know, understand and respect each other. The workshops enabled us to create a positive atmosphere on the school premises for our learners; they also helped us as educators to have a good relationship with parents and other stakeholders. We were able to start an Indigenous Garden
with the assistance of Jo’burg City Parks; were capacitated to be Cluster Leaders; set common examination question papers at District level; our human relations improved greatly; we were all given opportunities to untap great talents we never knew we possessed; most of us who were timid and withdrawn became assertive and resilient, became tolerant and embraced our diversity as a school community. We are now assertive. We can voice our opinions. We know what we want and how to do it. We are no longer quiet in meetings; staff or phase meetings. We don’t just sit back, we talk… we contribute. We were motivated to physically take part in creating our school’s Sports field from a massive dump. Professor Jonathan Janssen was a great inspiration to us as well as the numerous facilitators whom the principal invited to conduct workshops and training sessions at our school. The NGO called Oasis helped transform our methods of teaching Life Orientation. Not only were the PTD opportunities school-based but the principal also secured bursaries for us to improve our qualifications, and would inform us of opportunities to enrol at universities; almost all of us are not at the REQV level we initially came to the school when we started teaching – we have all improved our qualifications too as she inspire us to study further. She made us to see the value of partnerships with NGOs, other Government Departments and Corporate Field. We learnt to work closely with SANCA (); NICRO (); DPSA and Social Development.

Int: What Challenges do you face participating in school-based PTD processes?

R1-3: The main challenge was time – workshops ending very late in the afternoons, training taking place over the entire weekend (Saturdays and Sundays), and workshops conducted during our school holidays. It was painful but worth the effort. We came to school at 06H40 to teach or hold meetings, or to do strategic planning for preparing lessons together. We knew the reason why we had to put in extra hours. We learnt to work extra hours, to work beyond the stipulated working hours, because we were benefiting, even if it was not financially. We are now better teachers and better people. We have learnt to be focused on our duties and to be purpose driven. Some teachers would find it difficult to implement what they were work shopped on. Other than that the workshops were all very informative, positive and beneficial.

Int: Do you think school-based PTD opportunities in DCS have made you a better teacher? Please explain.

R1-3: Yes, yes – we are now able to use different teaching styles in the classrooms. When a learner has a problem in class it could be because of a problem the learner has at home – we are now able to understand our learners better. We are now in a position to motivate our learners because we are also inspired and motivated. We have learnt to work as a team, and we work as a united school community. We managed to learn and develop team spirit, to work with others and share ideas, and also sit and plan together as our confidence grew. When one teacher is absent we are prepared to be substitute teachers for the absent one. As educators we are not afraid to ask
advice from each other as colleagues or even support each other with difficulties we encounter; we share ideas on how to present a topic in class, we go on academic discovery journeys together.

Int: How helpful has the principal been in the implementation of PTD in DCS?

R1-3: The principal has been extremely helpful. She gives us all as the educators a chance to implement the knowledge we acquired from the workshops or training we attended. She will always give you a task to implement what you learnt at a workshop. She allows us to develop policies relevant to what we have learnt. What I appreciate about her is that instead of attending a leadership or management workshop she would delegate one of us to attend it – you know how important that makes us feel especially when you stand in front of the staff and present a report back to all, you feel capacitated and elevated. She has a way of reminding us of what we have learnt if we are not implementing it, and then encourage us to implement the particular thing. She would also delegate to us the responsibility of dealing with problems which might be reported by parents to her – through this she makes us feel in charge and enabled.
5. Interviewees: Heads of Department of DCS

Section A: “Grand Tour” Questions

Int: How long have you been employed in this school?
R1: 7 years
R2: 8 years
R3: 8 years

Int: What are your duties and functions in the school?
R1-3
- Organise and run Phase meetings
- Monitor and control educators’ files
- Develop educators regarding teaching and learning; Assessment mainly in terms of curriculum
- Empowerment of educators in each of our departments in relation to leadership and management skills
- Assisting in running grade 12 Final Examinations.

Int: Why did you decide to work here?

R1: I did not know anything about DCS, only heard that there was a post available and I applied. First application was in 2001, I was not successful then I applied again in 2002 and I was successful.

R2: I was working in Alexander as a temporary teacher, when the relocation of parents and their children took place during the second term of 2001, I knew that there would be a new school and there would be new opportunities. I applied in DCS in 2001, was interviewed and appointed as a permanent educator in 2002.

R3: I was a resident of Diepsloot and I was working as a teller in a Post Office, even if I was a qualified teacher as there were no vacancies then. I then heard that a new school was opening in Diepsloot and I applied.

Section B:
Int: How do you view the creation of opportunities for school-based PTD in DCS?

R1: Very beneficial, crucial – wow and I had opportunities to be developed and work shopped by great academics like Prof Janssen.

R2: Workshops are very important, when we came here we were just educators from the street, we did not know anything and the principal organised workshops for us which were conducted by professional people. We learnt a lot about Team building and being a team player.
R3: Working in this school made me to meet very important and well-known people who helped to develop me; and they came through the principal. I attended numerous workshops and training – for example Dr Tibane conducted an Educator Empowerment Programme; Team Building; Leadership and Maturation; Pride in Excellence. All these were helpful and I developed by attending these workshops; I also learnt how to deal with learners from different backgrounds and different abilities, that is eehh Inclusion. We also attended the following workshops:

- Fist Aid
- HIV/AIDS How to support the Infected and the Affected.
- Dynamic Principal with Vuyo Mbuli at Four Ways Crossing in the Pick n Pay Institute
- Learners with Learning Barriers through the Wits Psychology students
- Dinako Consultancy who taught us school Financial Management
- Ms Dianne Clohessy who came to teach us all about OBE in a very simplified way.

All Respondents: Jaaaah….. and IT skills; Self Mastery: Self Management; Muavia Gallie of SACE came to train us on Professional Ethics; Ellen Nkosi trained us all on SGB roles and functions; we did the Magic Box workshop in Dairnfern; received Personal Financial Management training – teaching us how to handle our own finances…jaaa, and the Holistic Enhanced Learning Programme.

R1-3: During our school holidays we used to go to St Stithians to learn about excellence in teaching, how to make lesson preps, and classroom management; on Thursday we took turns to visit Crawford College in Lone Hill to spend the day observing their style of teaching and learning and how they run the school in general. Hei! We learnt a lot; then we again during our school holidays went to spent a whole week at St Peter’s Prep also observing and learning how to make our own teaching aids; A company called Can Bee Done trained us again on Classroom Management; when corporal punishment was abolished we did not know how to discipline the learners, that’s when the principal once more organised a workshop on alternatives to corporal punishment; We had a workshop on how to create our school policies. All of us the SMT were sent to Matthew Goniwe School of Leadership and Training to do a Middle Management course for six months; then she (principal) got EQUIP programme into our school ….. yes, we learnt a lot.

All these workshops were curriculum related directly or indirectly, for example – classroom management.

Int: What challenges do you face participating in school-based PTD processes?

R1-3: When we were supposed to come to school on Saturdays and Sundays, during our school holidays or finishing workshops very late. Despite this we
never complained as we wanted to learn and be developed for the better, look we, all of us the HODs we started here as post level 1 teachers and we were developed and we grew and were promoted as SMT, it did to pay sacrifice and to work hard.

Int: Do you think school-based PTD opportunities in DCS have made you a better teacher? Please explain.

R1-3: Ooh yes, definitely. We already told you about all the workshops and training we attended which were organised by the principal and not the District or GDE, we enjoyed them, sometimes we complained but we later realised how important they were and how we were benefiting. We benefited in terms of curriculum issues – for example Assessment; planning – eeeh 3 levels of planning, classroom management, Time Management. These opportunities makes you become highly motivated, it lifts your morale and makes you feel important as you get to meet high profile people – eeeh Cyril Ramaphosa and many others. In this school we got to meet people whom you would other wise only see on TV or in newspapers. We learnt to practice pastoral care to the learners and among ourselves.

Int: How helpful has the principal been in the implementation of PTD in DCS?

R1-3: The principal was the one who organised all the workshops and training we mentioned above. The principal made sure you implemented what you learnt during workshops. We have the passion to implement all that we have learnt because of the principal being so passionate, and she is a perfectionist; she always says we must “walk the talk”!, so we want to be perfectionists just like her; the principal is a role model and we want to be like her, she doesn’t tell you to do something and then she does the other, no she doesn’t. Today we can boldly say that after working with this principal we can work with any manager because she has taught us to overcome challenges and obstacles. She has also encouraged us to study further; she is still encouraging us to do so.
6. Interviews: Deputy Principals

Section A: “Grand Tour” questions

Int: How long have you been employed here?

R1: 8 years
R2: 7 years

Int: What are your duties and functions in the school?

R1: Managing the entire school, overseeing curriculum delivery and general administration, mentor both the SMT and teachers.

R2: Teaching and learning, management and leadership, managing school finances, administration, coordinating the involvement of donors and service providers in our school, and also guides and mentors the staff.

Int: Why did you decide to work here?

R1: I was looking for a teaching post, I then applied at DCS and was appointed. I felt that as this was a new school I could assist the learners, more over I was willing to go the extra mile.

R2: I was in a temporary post for seven years in one school, post level one and promotional posts were advertised at DCS which was then a new school; I applied for an HOD post as I felt that I could contribute in putting systems in place.

Section B:

Int: How do you view the creation of opportunities for school-based PTD in DCS?

R1-2: We view it in a very good light as it was necessary for educators to be developed professionally; when these opportunities were created we saw them in a positive light. These PTD opportunities were not only beneficial to the educators but were also of benefit to our learners, as we as educators were able to give them the best education possible. We realised that it is important to develop educators continually. We learnt to specialise in our subjects. We grew from being just ordinary teachers to being leaders and facilitators. We learnt Self-Management skills. Became purpose-driven and were capacitated to help develop the Vision and Mission of the school. We have learnt to be exemplary –“walk the talk”, and also become inspirational. All the workshops she organised did not only transform us but have helped to untap all the talents and gifts we never new we possessed. We are now pro-active, assertive and possess improved listening skills. We have learnt to pursue “labour peace” at all costs; have become more hands on and inculcated the habit of working outside the stipulated working hours.
Int: What challenges do you face participating in school-based PTD processes?

R1-2: Attending workshops over the entire weekend was a great challenge. Some workshops were held during school holidays and some very late into the afternoon. If teachers absented themselves from workshops it was interpreted as lack of interest because of their absenteeism.

Int: Do you think school-based PTD opportunities in DCS have made you a better teacher? Please explain.

R1-2: It is because of these PTD opportunities that we are able to run the school; because of the Team Building workshop by Dr Tibane the educators of DCS are able to work as a team. All our educators are vision driven.

Educators now know what they want learners to know by the end of the lesson that is – Lesson objectives.

The HIV/AIDS workshops run by “Vuselela – Ulwazi Lakho Drop-in-Centre workshop helped us all as educators to understand learners with HIV/AIDS, know how to handle the situation and NOT be in denial about HIV/AIDS.

We have also learnt to take care of learners. We practice the principles of Batho Pele and Bana Pele – we give our learners the support they need and continuously reach out to them. This is what makes our school so unique because the principal has taught us to conduct “House Visits”; if you do not see a learner at school you as an educator must get concerned and pay the child a visit, this was a great eye-opener as we came to understand the deprivation most of our learners lived in; this was two-fold as this became the mechanism through which we involved parents in their children’s school lives.

We established a vegetable garden and were able to feed our learners. This was essential as “a hungry learner cannot learn”.

Because of the several developments we have had, most of our gr 12 educators are employed as external markers; some educators in both Primary and High school section are now cluster leaders in different subjects within our district.

Int: How helpful has the principal been in the implementation of PTD in DCS?

R1-2: All the workshops were organised by the principal. She would identify a need and find a way, including the necessary funds to run these workshops. She would send all educators to management training even if they were not in management positions in the school – this she did not only to capacitate them but to make them understand what management was all about and to minimise resistance, because if educators understood how management functioned they would readily buy into it. The principal has an amazing
passion, commitment, dedication and is hardworking towards the school and the learners. Her inspiration is marvellous. All of us as educators have received personal development through various workshops arranged by the principal. She did not wait for the Department of Education to arrange these workshops.
DEVELOPED CODES

- Interviewee - Int
- Respondent 1.2.3 – R1-3
- Hostile working environment – HWE
- Creation of a new school culture – CNSC
- Emotional Intelligence – EI
- Organisational Learning – OL
- Other PTD impacts - OPI
- School-based Professional Teacher Development - SPTD
FOCUS GROUP INTERVIEWS

Interviewer: Mrs Sybil Zalk

INTERVIEWS: Foundation Phase Focus Group

Section A: “Grand Tour” questions

1. Int: How long have you been employed in this school?
   2. R1: 8 years
   3. R2: 8 years
   4. R3: 8 years
   5. R4: 3 years

6. Int: What are your duties and functions in this school?
   7. R1: I am teaching grade 3, and I am serving in the following committees: LSBST (Learner School Based Support Team); SAT (School Assessment Committee); LTSM (Learner Teacher Support Material);
   8. I am also in charge of ordering cleaning material for the whole school.
   9. I am responsible for monitoring Assessment in the Foundation Phase.
   10. I apply Inclusion in my classroom.

   11. R2: I am teaching grade 2, and I am in the Finance committee.

   12. R3: I am teaching grade 1, when I first started I was the grade R teacher, now I am the grade 1 educator.
   13. I serve in the following committees: Awards committee; Discipline committee; I create teaching/visual aids for the Foundation Phase, I also help educators to share ideas.

   14. R4: I am the grade R teacher and I serve in the Admission committee.

15. Int: Why did you decide to work here?

   16. R1: I was unemployed, and the school was just established, so I applied and I was appointed.
   17. R2: I was unemployed, I was looking for employment, I applied and I was employed.

   18. R3: I was trained by St Peter Prep’s; the school had a partnership with DCS, and the St Peter’s principal wanted to make a difference at DCS so he and the St Peter Prep’s HOD encouraged me to come and work in DCS.
   19. R4: The grade R teacher of DCS was promoted to teach gr 1, the school needed a gr R educator so I applied and was appointed.
Section B:

20. Int: How do you view the creation of opportunities for school-based PTD in DCS?

21. R1-3: We learnt a lot from PTD.
22. We grabbed all the opportunities presented to us with open arms.
23. We saw attending workshops as an opportunity to develop ourselves as most of us came to this school inexperienced.
24. PTD helped improve our self-esteem, we managed to learn and develop team spirit, to work with others, share ideas.
25. We learnt to put what we learnt into practice.
26. There were many opportunities for growth created through workshops and training – for example: Inclusion; HIV/AIDS; Tibane Consultant; Valued Citizen; First Aid; Computer Literacy; Classroom Management; Induction; Rokunda; Supedi; Life Skills- human Movement; Guided Reading – Shared groups/ Literacy Independence and Edu-fun which is enjoyed by both the learners and us.

27. Int: What challenges do you face participating in school-based PTD processes?

28. R1-3: We liked the workshops and trainings but it was a challenge to attend them over weekends and during school holidays.

29. Int: Do you think school-based PTD opportunities in DCS have made you a better teacher? Please explain.

30. R1-3: Yeeeeeesss, absolutely.
31. The principal made us look beyond all the mobile units; we instead learnt to treat them like a castle, a palace. We were not to allow these temporary structures to hinder our growth, or be an obstacle in performing our duties. She taught us to see the threat of our mobile units as positive, a strength. We have learnt to arrange our classrooms, we were developed in implementing OBE, in classroom management; we were trained on how to meet the needs of our learners who had different learning abilities, jaa – Inclusion; we can now apply First Aid when a learner is hurt.
32. We were empowered with leadership skills and we are now computer literate.

33. Int: How helpful has the principal been in the implementation of PTD in DCS?
34. R1-3: She was the one who initiated and organised everything.
35. She has the skill to interact and network with the corporate, the NGOs and other organisations.
36. She is not a selfish leader; she will identify our weaknesses as staff and will then intervene by arranging a workshop to help us overcome that problem; she is very good at mentoring and leads us by example.
### Interviews: Intermediate Phase Focus Group

**Section A: “Grand Tour” questions**

37. Int: How long have you been employed in this school?

<table>
<thead>
<tr>
<th>R1</th>
<th>R2</th>
<th>R3</th>
</tr>
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<tbody>
<tr>
<td>8 years</td>
<td>7 years</td>
<td>8 years</td>
</tr>
</tbody>
</table>

41. Int: What are your duties and functions in this school?

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<thead>
<tr>
<th>R1</th>
<th>R2</th>
<th>R3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach Maths in gr 7; Arts &amp; Culture gr 7 and English gr 4.</td>
<td>Teach Social Sciences in gr 5; 6; 7; Life Orientation in gr 7; I am in charge of the Under 12 male Soccer team as well as the under 13 Volley ball.</td>
<td>Teach Social Sciences in gr 4; HL (Sepedi) in gr 4 and 5.</td>
</tr>
<tr>
<td>Also teach learners Drama, Dance, help with school’s Feeding Scheme, and serve in the SBST and SAT committees.</td>
<td>I also serve in the following committees: Discipline, SBST and Safety and Security.</td>
<td>I am also the Netball coach of both the Primary and High school sections of DCS, and am also the Netball coach of the Far North schools; I am in the Athletics, Discipline and Admissions committees.</td>
</tr>
</tbody>
</table>

48. Int: Why did you decide to work here?

<table>
<thead>
<tr>
<th>R1</th>
<th>R2</th>
<th>R3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal phoned my lecturer looking for a teacher – the lecturer in turn called me and told me that a disadvantaged school needed an Arts and Culture teacher with gardening and horticulture skills. I was very interested, that’s how I joined this school.</td>
<td>I wanted to teach in a rural school and DCS was in a semi-rural area. I felt comfortable in such an environment.</td>
<td>I was teaching at an ABET (Adult Basic Education and Training centre) in Alexander.</td>
</tr>
<tr>
<td>When some of the Alexander community were relocated to Diepsloot I saw this as an opportunity to find permanent employment in a public main stream school, I applied and was appointed.</td>
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</tr>
</tbody>
</table>
Section B:

55. Int: How do you view the creation of opportunities for school-based PTD in DCS?
56. R1-3: We see these opportunities in a positive light.
57. The school offered us many opportunities to attend workshops.
58. The principal and the HODs work very hard at identifying those who need to attend particular workshops to meet their individual needs.
59. We attended several workshops which improved our knowledge of OBE; workshops like that of Team Building taught us and enabled us to work together as a staff.
60. Our social skills as well as our inter-personal relations improved tremendously, and our classroom management skills.
61. Most of us were shy and withdrawn now we are so outspoken, we have gained great confidence and have high self-esteem.

62. Int: What challenges do you face participating in school-based PTD processes?
63. R1-3: In the past we had to attend workshops on Saturdays and Sundays.
64. Currently we don't have any challenges at all.
65. Sometimes there was a duplication of workshops, you know workshops were given different names but the content was the same, and sometimes the workshops clashed with the ones organised by the District.

66. Int: Do you think school-based PTD opportunities in DCS have made you a better teacher? Please explain.
67. R1-3: Oh yes.
68. Educators in the same phase learnt how to work together as a team.
69. We were greatly developed in OBE and NCS.
70. You see – GDE would arrange a one week OBE or NCS training; and when we got back we wouldn't remember all the new things that we were taught, that’s when the principal would organise more workshops to re-enforce that which we were trained on; this is what helped us to be expert teachers.
71. We can now plan lessons well, manage classes adequately and have become better teachers who are now used by GDE to develop other teachers.
72. We are now able to transfer our excellent skills to the learners we teach – so the PTD has also positively impacted our learners, their performance has improved too.
73. We are now very empathetic towards learners who are infected and are affected by HIV/AIDS.
74. We have also learnt to accept each other as colleagues with our differences and weaknesses.
75. This was transferred to our learners; they accept and embrace each
other’s diverse cultural backgrounds.
76. We learnt to correctly assess learners with different abilities and to use
different teaching approaches or methodologies.
77. Our classrooms are a stimulating place because of the classroom
displays we learnt to make.
78. We now have good classroom discipline.
79. We are also given incentives as teachers so as to strive for excellence all
the time – for example, “Educator of the month” award which everybody
wants to achieve.

80. Int: How helpful has the principal been in the implementation of PTD in
DCS?

81. R1-3: The principal is the one who organised the workshops that were
relevant to our needs as educators, she never just brought irrelevant
workshops to us; she also identified appropriate facilitators.
82. The principal has been very helpful in developing us. She leads by
example.

**Interviews: Senior Phase Focus Group**

Section A: “Grand Tour” questions

83. Int: How long have you been employed in this school?

84. R1: 7 years.
85. R2: 4 years
86. R3: 7 years

87. Int: What are your duties and functions in this school?

88. R1: I am teaching Technology and Natural Science in gr 4 and 7.
89. I am the school’s Teacher Librarian.
90. I coach the Under 13 boys Soccer Team and I am also the chairperson of
the Environment committee.

91. R2: I teach Home Language (IsiZulu) in gr 9, 11, and 12. I am a member
of the SBST committee.
92. R3: I am the educator for English and CAT (Computer Application
Technology) in gr 10.
93. I also taught gr 8 and 9 English when I first joined the school up until
2008.
94. I serve in the Finance committee.

95. Int: Why did you decide to work here?

96. R1: I was living in Diepsloot and I was unemployed, the school was just
established and it seemed very convenient for me to work close to home.
97. I first worked as a substitute educator for four months and as soon as there was a vacancy I applied and was appointed.
98. R2: The school desperately needed an IsiZulu educator and one of the HODs approached me and brought me to the school where the principal and the High school Deputy Principal interviewed me and later offered me the job.
99. R3: There were several posts advertised, I was one of the applicants who was successful in securing a job.

Section B:

100. Int: How do you view the creation of opportunities for school-based PTD in DCS?

101. R1-3: PTD is very effective because we have been developed in most areas for example Dr Tibane on Team Building and Educator Empowerment; We learnt how to design policies for different committees within the school; Computer Literacy; learnt to develop our own Mark Sheets; we are now able to set and type our Learning Areas’ examination papers, Work Sheets on computer.

102. Other workshops we attended were: First Aid; Food and Trees for Africa; Classroom Management; we learnt how to run a Remedial class; to take care of the learners’ welfare and social needs; learnt to deal with ADD learners at WITS (University of Witwatersrand) we had to give learners Pastoral Care as we were getting the same from the principal; REDS (Resilient Educator Development); took part in Outward Bound camps and activities; Substance Abuse workshops; went on NICRO camps with our learners, and many more. We can confidently say that we know, understand and respect each other. We don’t spend time fighting or in conflict, because we understand each other. Our human relations have improved greatly. We have become better people, we have Ubuntu, we are more humane, and we are now empathetic towards our learners and each other as educators. We can freely say that we now have over twenty certificates which we attained during our school based PTD.

104. Jaa... PTD in our school has helped us to grow as educators.

105. Int: What challenges do you face participating in school-based PTD processes?

106. R1-3: There were really no serious challenges, it’s just that some workshops finished very late and we sometimes had to sacrifice our school holidays so as to attend the organised PTD programmes.

107. Int: Do you think school-based PTD opportunities in DCS have made you a better teacher? Please explain.

108. R1-3: Yes ..., a lot, very much.

109. PTD in our school has helped us to be care-givers for our learners,
being able to apply First Aid when needed; workshops on HIV/AIDS; being able to handle learners who are hyperactive; workshops on Careers and Career Guidance; Reading and Study strategies; Time Management – this workshop helped us a lot with the skill of managing our time generally, both in the classroom and being punctual for school.

110. Every teacher in the school can now use a computer for mark sheets, tests, and work sheets – we do not need to use the chalkboard for presenting lessons. Our learners’ quarterly reports are computer generated, not hand written.

111. We are now able to design work sheets for learner activities and for group work.

112. We are also now able to maintain classroom discipline as a result of the classroom management workshop we attended; we can also apply skills from the Team Building workshop in the classroom.

122. Int: How helpful has the principal been in the implementation of PTD in DCS?

123. R1-3: The principal always encourages the educators to study further; she is a motivator.

124. After any workshop she delegates duties to different educators and personally monitors the duties – this she does so as to ensure that we implement what we have been trained on.

125. She has been very helpful in implementing PTD in DCS.

**Interviews: Further Education and Training Band**

**Section A: “Grand Tour” questions**

126. Int: How long have you been employed in this school?

127. R1: 4 years.

128. R2: 8 years

129. R3: 8 years

130. Int: What are your duties and functions in this school?

131. R1: I am teaching Geography in gr 10, and Mathematical Literacy gr 10 - 12.

132. I am also the Teacher Liaison Officer (TLO); serve in the Sports committee and am a member of LETU.

133. R2: I am teaching Life Orientation gr 10 – 12; Natural Science gr 8 and 9; am the coordinator of IQMS committee; in charge of “The Winning Team” project; serve in the School Discipline committee.

134. R3: I teach Mathematics in gr 8; 10 – 12: I serve in the IQMS committee, the Time Table and Winning Team committees.
135. Int: Why did you decide to work here/

136. R1: The school has such a good reputation not only in the community but also in our region, it has great learner and teacher discipline and good matric results – so I wanted to be part of such a school.
137. R2: I was an unemployed Afrikaans and Physical Science teacher, who volunteered at a neighbouring school; DCS needed a teacher for the subjects I just mentioned, I applied and was interviewed and appointed.
138. R3: I heard that a new school was opening in Diepsloot and that learners were being relocated from Alexander to Diepsloot.
139. I sought employment but also wanted to make a difference in these disadvantaged learners’ lives.

Section B:

140. Int: How do you view the creation of opportunities for school-based PTD in DCS?

141. R1-3: The workshops were created in a very positive way.
142. These workshops were positive; they helped educators to grow and motivated them.
143. We as educators understand and appreciate what we are doing.
144. We can confidently say that we know, understand and respect each other.
145. The workshops enabled us to create a positive atmosphere on the school premises for our learners; they also helped us as educators to have a good relationship with parents and other stakeholders.

146. We were able to start an Indigenous Garden with the assistance of Jo’burg City Parks; were capacitated to be Cluster Leaders; set common examination question papers at District level; our human relations improved greatly; we were all given opportunities to untap great talents we never knew we possessed; most of us who were timid and withdrawn became assertive and resilient, became tolerant and embraced our diversity as a school community. We are now assertive. We can voice our opinions. We know what we want and how to do it. We are no longer quiet in meetings; staff or phase meetings. We don’t just sit back, we talk… we contribute.
147. We were motivated to physically take part in creating our school’s Sports field from a massive dump.
148. Professor Jonathan Janssen was a great inspiration to us as well as the numerous facilitators whom the principal invited to conduct workshops and training sessions at our school.
149. The NGO called Oasis helped transform our methods of teaching Life Orientation.
150. Not only were the PTD opportunities school-based but the principal also secured bursaries for us to improve our qualifications, and would inform us of opportunities to enrol at universities; almost all of us were at a low REQV level when we initially came to the school when we started teaching – we have all improved our qualifications too as she inspire us to study further.
151. She made us to see the value of partnerships with NGOs, other
Government Departments and Corporate Field.

152. We learnt to work closely with SANCA; NICRO; DPSA and Social Development.

153 Int: What Challenges do you face participating in school-based PTD processes?

154. R1-3: The main challenge was time – workshops ending very late in the afternoons, training taking place over the entire weekend (on Saturdays and Sundays), and workshops conducted during school our holidays.

155. It was painful but worth the effort. We came to school at 06H40 to teach or hold meetings, or to do strategic planning for preparing lessons together. We knew the reason why we had to put in extra hours. We learnt to work extra hours, to work beyond the stipulated working hours, because we were benefiting, even if it was not financially. We are now better teachers and better people. We have learnt to be focused on our duties and to be purpose driven. Some teachers would find it difficult to implement what they were work shopped on.

156. Other than that the workshops were all very informative, positive and beneficial.

157. Int: Do you think school-based PTD opportunities in DCS have made you a better teacher? Please explain.

158. R1-3: Yes, yes – we are now able to use different teaching styles in the classrooms.

159. When a learner has a problem in class it could be because of a problem the learner has at home – we are now able to understand our learners better.

160. We are now in a position to motivate our learners because we are also inspired and motivated.

161. We have learnt to work as a team, and we work as a united school community. We managed to learn and develop team spirit, to work with others and share ideas, and also sit and plan together as our confidence grew. When one teacher is absent we are prepared to be substitute teachers for the absent one.

162. As educators we are not afraid to ask advice from each other as colleagues or even support each other with difficulties we encounter; we share ideas on how to present a topic in class, we go on academic discovery journeys together.

163. Int: How helpful has the principal been in the implementation of PTD in DCS?

164. R1-3: The principal has been extremely helpful.

165. She gives us all as the educators a chance to implement what to implement the knowledge we acquired from the workshops or training we attended.

166. She will always give you a task to implement what you learnt at a workshop.

167. She allows us to develop policies relevant to what we have learnt.
168. What I appreciate about her is that instead of attending a leadership or management workshop she would delegate one of us to attend it – you know how important that makes us feel especially when you stand in front of the staff and present a report back to all, you feel capacitated and elevated. 169. She has a way of reminding us of what we have learnt if we are not implementing it, and then encourage us to implement the particular thing. 170. She would also delegate to us the responsibility of dealing with problems which might be reported by parents to her – through this she makes us feel in charge and enabled.

**Interviewees: Heads of Department of DCS**

Section A: “Grand Tour” Questions

171. Int: How long have you been employed in this school?
172. R1: 7 years
173. R2: 8 years
174. R3: 8 years
175. Int: What are your duties and functions in the school?

176. R1-3
- 177. Organise and run Phase meetings
- 178. Monitor and control educators’ files
- 179. Develop educators regarding teaching and learning; Assessment mainly in terms of curriculum
- 180. Empowerment of educators in each of our departments in relation to leadership and management skills
- 181. Assisting in running grade 12 Final Examinations.

182. Int: Why did you decide to work here?

183. R1: I did not know anything about DCS, only heard that there was a post available and I applied. First application was in 2001, I was not successful then I applied again in 2002 and I was successful.

185. R2: I was working in Alexander as a temporary teacher, when the relocation of parents and their children took place during the second term of 2001, I knew that there would be a new school and there would be new opportunities. I applied in DCS in 2001, was interviewed and appointed as a permanent educator in 2002.

187. R3: I was a resident of Diepsloot and I was working as a teller in a Post Office, even if I was a qualified teacher as there were no vacancies then. I then heard that a new school was opening in Diepsloot and I applied.
Section B:

189. Int: How do you view the creation of opportunities for school-based PTD in DCS?

190. R1. Very beneficial, crucial – Wow! and I had opportunities to be developed and work shopped by great academics like Prof Janssen.

191. R2: Workshops are very important, when we came here we were just educators from the street, we did not know anything and the principal organised workshops for us which were conducted by professional people.

192. We learnt a lot about Team building and being a team player.

193. R3: Working in this school made me to meet very important and well-known people who helped to develop me; and they came through the principal.

194. I attended numerous workshops and training – for example Dr Tibane conducted an Educator Empowerment Programme; Team Building; Leadership and Maturation; Pride in Excellence.

195. All these were helpful and I developed by attending these workshops; I also learnt how to deal with learners from different backgrounds and different abilities, that is eehh Inclusion.

196. We also attended the following workshops:
   197. Fist Aid
   198. HIV/AIDS How to support the Infected and the Affected.
   199. Dynamic Principal with Vuyo Mbuli at Four ways Crossing in the Pick n Pay Institute
   200. Learners with Learning Barriers through the Wits Psychology students
   201. Dinako Consultancy who taught us school Financial Management
   202. Ms Dianne Clohessy who came to teach us all about OBE in a very simplified way.

203. All Respondents: Jaaaah….. and IT skills; Self Mastery: Self Management; Muavia Gallie of SACE came to train us on Professional Ethics; Ellen Nkosi trained us all on SGB roles and functions; we did the Magic Box workshop in Dainfern; received Personal Financial Management training – teaching us how to handle our own finances…jaaa, and the Holistic Enhanced Learning Programme.

204. R1-3: During our school holidays we used to go to St Stithians to learn about excellence in teaching, how to make lesson preps, and classroom management; on Thursdays we took turns to visit Crawford College in Lone Hill to spend the day observing their style of teaching and learning and how they run the school in general.

205. Hei! we learnt a lot; then we again during our school holidays went to spent a whole week at St Peter’s Prep also observing and learning how to make our own teaching aids; A company called Can Bee Done trained us again on Classroom Management; when corporal punishment was abolished
we did not know how to discipline the learners, that’s when the principal once
more organised a workshop on alternatives to corporal punishment; We had
a workshop on how to create our school policies.
206. All of us the SMT were sent to Matthew Goniwe School of Leadership
and Training to do a Middle Management course for six months; then she
(principal) got EQUIP programme into our school …… yes, we learnt a lot.
207. All these workshops were curriculum related directly or indirectly, for
example – classroom management.

208. Int: What challenges do you face participating in school-based PTD
processes?
209. R1-3: When we were supposed to come to school on Saturdays and
Sundays, during our school holidays or finishing workshops very late.
210. Despite this we never complained as we wanted to learn and be
developed for the better, look we, all of us the HODs we started here as post
level 1 teachers and we were developed and we grew and were promoted as
SMT, it did pay to sacrifice and to work hard.
211. Int: Do you think school-based PTD opportunities in DCS have made
you a better teacher? Please explain.
212. R1-3: Ooh yes, definitely. We already told you about all the workshops
and training we attended which were organised by the principal and not the
District or GDE, we enjoyed them, sometimes we complained but we later
realised how important they were and how we were benefiting.
213. We benefited in terms of curriculum issues – for example Assessment;
planning – eehh 3 levels of planning, classroom management, Time
Management.
214. These opportunities makes you become highly motivated, it lifts your
morale and makes you feel important as you get to meet high profile people –
eehh Cyril Ramaphosa and many others. In this school we got to meet
people whom you would otherwise only see on TV.
215. We learnt to practice pastoral care to the learners and among ourselves.

216. Int: How helpful has the principal been in the implementation of PTD in
DCS?
217. R1-3: The principal was the one who organised all the workshops and
training we mentioned above.
218. The principal made sure you implemented what you learnt during
workshops.
219. We have the passion to implement all that we have learnt because of
the principal being so passionate, and she is a perfectionist; she always says
we must “walk the talk”, so we want to be perfectionist just like her, the
principal is a role model and we want to be like her, she doesn’t tell you to do
something and then she does the other, no she doesn’t.
220. Today we can boldly say that after working with this principal we can work with any manager because she has taught us to overcome challenges and obstacles.
221. She has also encouraged us to study further; she is still encouraging us to do so.

Interviews: Deputy Principals

Section A: “Grand Tour” questions

222. Int: How long have you been employed here?
223. R1: 8 years
224. R2: 7 years
225. Int: What are your duties and functions in the school?
226. R1: Managing the entire school, overseeing curriculum delivery and general administration, mentor both the SMT and teachers.
227. R2: Teaching and learning, management and leadership, managing school finances, administration, coordinating the involvement of donors and service providers in our school, and also guides and mentors the staff.
228. Int: Why did you decide to work here?
229. R1: I was looking for a teaching post, I then applied at DCS and was appointed. I felt that as this was a new school I could assist the learners, more over I was willing to go the extra mile.
230. R2: I was in a temporary post for seven years in one school, post level one and promotional posts were advertised at DCS which was then a new school; I applied for an HOD post as I felt that I could contribute in putting systems in place.

Section B:

231. Int: How do you view the creation of opportunities for school-based PTD in DCS?
232. R1-2: We view it in a very good light as it was necessary for educators to be developed professionally; when these opportunities were created we saw them in a positive light.
233. These PTD opportunities were not only beneficial to the educators but were also of benefit to our learners, as we as educators were able to give them the best education possible.
234. We realised that it is important to develop educators continually.
235. We learnt to specialise in our subjects.
236. We grew from being just ordinary teachers to being leaders and facilitators.
237. We learnt Self-Management skills.

238. Became purpose-driven and were capacitated to help develop the Vision and Mission of the school. We have learnt to be exemplary – “walk the talk”, and also become inspirational.
239. All the workshops she organised did not only transform us but have helped to untap all the talents and gifts we never knew we possessed.
240. We are now pro-active, assertive and possess improved listening skills.
241. We have learnt to pursue “labour peace” at all costs; have become more hands on and inculcated the habit of working outside the stipulated working hours.

242. Int: What challenges do you face participating in school-based PTD processes?

243. R1-2: Attending workshops over the entire weekend was a great challenge.
244. Some workshops were held during school holidays and some very late into the afternoon.
245. If teachers absented themselves from workshops it was interpreted as lack of interest because of their absenteeism.

246. Int: Do you think school-based PTD opportunities in DCS have made you a better teacher? Please explain.

247. R1-2: It is because of these PTD opportunities that we are able to run the school; because of the Team Building workshop by Dr Tibane the educators of DCS are able to work as a team.
248. All our educators are vision driven.

249. Educators now know what they want learners to know by the end of the lesson that is – Lesson objectives.

250. The HIV/AIDS workshops run by “Vuselela – Ulwazi Lakho Drop-in-Centre helped us all as educators to understand learners with HIV/AIDS, know how to handle the situation and NOT be in denial about HIV/AIDS.

251. We have also learnt to take care of learners.
252. We practice the principles of Batho Pele and Bana Pele – we give our learners the support they need and continuously reach out to them.
253. This is what makes our school so unique because the principal has taught us to conduct “House Visits”; if you do not see a learner at school you as an educator must get concerned and pay the child a visit, this was a great eye-opener as we came to understand the deprivation most of our learners lived in; this was two-fold as this became the mechanism through which we
involved parents in their children’s school lives.

255. We established a vegetable garden and were able to feed our learners this was essential as “a hungry learner cannot learn”.

256. Because of the several developments we have had, most of our gr 12 educators are employed as external markers; some educators in both Primary and High school section are now cluster leaders in different subjects within our district.

257. Int: How helpful has the principal been in the implementation of PTD in DCS?

258. R1-2: All the workshops were organised by the principal.
259. She would identify a need and find a way, including the necessary funds to run these workshops.
260. She would send all educators to management training even if they were not in management positions in the school – this she did not only to capacitate them but to make them understand what management was all about and to minimise resistance, because if educators understood how management functioned they would readily buy into it.
261. The principal has an amazing passion, commitment, dedication and is hard-working towards the school and the learners.
262. Her inspiration is marvellous.
263. All of us as educators have received personal development through various workshops arranged by the principal.
264. She did not wait for the Department of Education to arrange these workshops.
APPENDIX G

OBSERVATIONS

1. Portrait of Focus Group: Foundation Group

All the teachers in this phase had no pre-teaching experience; some of them were from the informal sector, others unemployed or were working as labourers. During the period of eight years I have observed the gradual growth the teachers experienced – improving their qualifications from REQV 12 to 13 and 14. They all underwent a metamorphosis in front of my very eyes.

They learnt to create visual aids; freely interact with donors and service providers. Initiate programmes and excursions for the phase. Independently conduct Phase Parents meetings.

It is this group which pioneered the gr 0 class; and further secured funds to pay a teacher assistant. Both our District and GDE use this class to showcase the gr O (R= Reception year class) provincially and nationally.

Picture of Setting:

Grade R facility

A Foundation Phase class
2. Portrait of Focus Group: Intermediate Phase

When some of the teachers of this phase joined the school, they were extremely hostile, angry and aggressive. One of them just recently remarked that “our social skills and human relations have improved. We have a high self-esteem, are outspoken and are self-confident. Could lack of all the above have caused them to be so hostile and have poor inter-personal relations? They are now in command and have turned from being shy, submissive followers to “Situational Managers and Leaders”. Most of them have also improved their qualifications from REQV 13 to 14 and 15.

Picture of Setting:

Intermediate Phase during an Edu-fun activity conducted by a volunteer

Intermediate Phase classrooms
3. Portrait of Focus Group: Senior Phase

Some of the teachers who had junior degrees thought that they had reached the zenith of their qualifications, as one of them cited. The teachers added that the school-based PTD opened new vistas for them; they were encouraged to enrol for ACE programmes. The researcher observed the radical changes they underwent. One boldly stated “we have become better people both academically and Ubuntu (we are more humane). They have improved Pastoral Care skills – they care more about the welfare of the learners. It is this group which spearheaded the school’s vegetable garden, initiated a nursery of trees, flowers and vegetables. One of the teachers of this phase was instrumental in establishing a Remedial Class, which has now become a formal class; and as of next year 2010 our school will be a whole service school catering for both mainstream and learners with multiple learning barriers. The first DCS teacher-librarian was also from this phase. They won the Under 13 and 16 Provincial Soccer competitions; won the school a computer and 12 bicycles. They participate in Community Clean-up Campaigns and accompany learners to Outward Bound Camps.

Picture of Setting:

A vegetable garden – a food and trees initiative

Remedial class
4. Portrait of Focus Group: Further Education and Training Band

The FET band had a quantum leap during the PTD processes, besides upgrading their qualifications, they experienced growth as a team – they initiated the Indigenous garden with the assistance of Jo’burg City Parks; introduced and established the first “Winning Team” programme- this is very successful; some are members of the LETU; became involved in setting gr 10-11 Common Question papers at District level; became Cluster Leaders within our District; are giving learners support and make referrals of learners to NICRO; SANCA; Social Development and Vuselela-Drop-In –Centre. They were amongst the first group of teachers who pioneered the removal of a dumpsite and created the school’s sports field.

The researcher has observed them to be Team Players – with improved interpersonal relations skills; they have changed from being withdrawn to being loud, assertive, pro-active, persistent and resilient. They were given the opportunity to act as HODs for a three month period- this was regarded as an incentive by all.

Picture of Setting:

The dumpsite which was turned into a sports field

Sports field
5. Portrait of Focus Group: Heads of Department

The current HODs were initially post level One (PL1) teachers in DCS; they exhibited growth, tenacity and an eagerness to take the different phases in which they were PL1 in, to higher levels. They conduct internal trainings and workshops, hold weekly phase meetings and go for Home Visits with their teachers. The principal sent them to a six months Middle Management course; the Magic Box where they learnt about different personality styles.

A healthy competition has developed among them on how to run the best phase in the school.

Picture of the Setting:
6. Portrait of Focus Group: Deputy Principals

Both have had a total transformation. They have gradually moved from PL1 to PL3. They are inspirational, exemplary and “Walk the Talk”. They possess self-mastery and self-management; are purpose-driven and are highly infectious with their good works, and are passionate about their work; the two are hands-on. They, with the rest of the school developed all the functional school policies, and the Vision and Mission of DCS. They are the school’s Finance Managers and have adopted and still implement aggressive fundraising methods. They are full of compassion for both the staff and the learners.

The researcher has observed how their work relations with each other and with their colleagues have improved; they strive to pursue “labour peace” at all costs, with improved listening skills too.

Picture of Setting:

<table>
<thead>
<tr>
<th>Vision</th>
<th>Mission</th>
</tr>
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<tbody>
<tr>
<td>To have a lasting impact on the holistic life of our learners by promoting positive self-esteem, human dignity and the principles of Ubuntu.</td>
<td>To mould our learners into diligent, responsible, tolerant, knowledgeable and accountable individuals who can confidently take their place in the global society.</td>
</tr>
</tbody>
</table>

Vision and mission of the school developed with the assistance of the Deputy Principals.