THE ROLE OF HEAD OF DEPARTMENTS AS INSTRUCTIONAL LEADERS IN SECONDARY SCHOOLS: IMPLICATIONS FOR TEACHING AND LEARNING

by

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DEDICATION:

I dedicate this research to the following people:

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ABSTRACT

One of the most important issues facing education in South African schools today is the restoration of a sound culture of teaching and learning. This drive has resulted in acknowledging the key role head of departments (HoDs) as instructional leaders play in effective and improving schools. Principals are no longer the sole instructional leaders of schools. The restructuring of schools to empower teachers has resulted in the decentralization and distribution of leadership, keeping teaching and learning at the centre of their activities. Changes introduced by legislation as a drive to enhance the culture of teaching and learning in schools, have led to a significant change in the role of HoDs. Their central role as instructional leaders in all the programmes of a school and the impact they have on the tone and ethos which are conducive to teaching and learning is critical in the process of building a sound culture of teaching and learning.

Unfortunately, an array of problem issues, criticisms and expectations has surfaced making the instructional leadership role of HoDs a complex and unpredictable one. Their role has become demanding over time and the work expected from them is increasingly at odds with their own ideas. In the quest for greater efficiency, a gap is created between their administrative responsibilities and the execution of their role as instructional leaders. The great demands made on them as far as their workload is concern and the lack of experience and training further compound the difficulties of executing their role as instructional leader. They also experience an increase in stress and emotional turmoil caused by government policies that are inconsistent.

Prompted by these problems, this study, located within the qualitative research approach, focuses on the role of HoDs as instructional leaders and the implication it has on the culture of teaching and learning in secondary schools. Structured focus group interviews conducted with principals and five HoDs at five selected secondary schools in Ennerdale, as well as semi-structured interviews with teachers at these schools report on their understandings and perceptions on the role of HoDs as instructional leaders. Important available documents and observations were also be consulted and analysed to determine to what extend HoDs comply with statutory requirements in executing their roles.
These approaches were based on the premise that HoDs as instructional leaders play a pivotal role in ensuring the quality of teaching and learning in schools.

Findings show that, while HoDs have a sense of their role as instructional leaders, factors such as rigid educational frameworks and the uneven distribution of power within the schools, hamper their performance. HoDs also seem incapable of functioning effectively in schools as instructional leaders because training is inadequate and inappropriate in the context of current educational reform efforts. These training or professional development initiatives are disconnected from deep issues of curriculum and teaching. The results also indicate that the administrative responsibilities of HoDs often leave insufficient time for them to pay adequate attention to their primary instructional responsibility, teaching and learning. The findings therefore imply a need for greater capacity building of HoDs focusing on nurturing and unfolding the potential of HoDs as instructional leaders to enhance effective teaching and learning. In essence, the way in which professional development programmes for HoDs are structured and delivered should be re-conceptualized by service providers. Therefore, the findings are important for formulation and implementation of school-based capacity building policies, and for the design of professional development programmes supporting HoDs to be instructional leaders.
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DECLARATION

I, Alfred Bambi the undersigned hereby declare that THE ROLE OF HoDs AS INSTRUCTIONAL LEADERS AND THE IMPLICATION FOR TEACHING AND LEARNING IN SECONDARY SCHOOLS is my own work and that all sources that I have used or quoted have been properly acknowledged and referenced and it contains no plagiarism.

Signature: .......................  
Date: ............................

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CHAPTER 1
ORIENTATION TO THE STUDY

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY
After the democratic election in 1994, the government inherited an education system that was “characterized by fragmentation, inequality in provision, a crisis of legitimacy in many schools, and the demise in the culture of learning and teaching” (Mestry & Singh, 2007:447). As a result, the new regime placed a priority on the transformation of the entire education and training system to ensure alignment with the Constitution (Moloi, 2007:463) and The White Paper on the Transformation of Public Service, (South Africa, 1995a).

Initiatives introduced by the government to reform education have included the implementation of the National Curriculum Statement (NCS) and the increase of site-based management responsibilities to improve the culture of teaching and learning (Kruger, 2003:206). Other turnaround strategies of the Gauteng Department of Education (GDE) to improve learner performance include the Gauteng Primary Literacy Strategy (GPLS) and Mathematics, Science and Technology (MST) strategy. At secondary school level, the Secondary School Improvement Plan (SSIP) was also introduced to assist learners in secondary schools with specific subjects in which they do not do well, including Mathematics, Mathematical Literacy, Physical Science, Life Science, Accounting, and English First Additional Language (GDE Newsletter, 2011).

These rapid changes had a profound impact on institutional life in South Africa, resulting in unique challenges for heads of department (HoDs). Furthermore, the initiatives placed increased emphasis on the knowledgeability and accountability of HoDs as instructional leaders, which, according to the Education Labour Relations Council (ELRC) Resolution 8 of 1998, are: “to engage in class teaching, be responsible for effective functioning of the department and to organize relevant or related extra-curricular activities so as to ensure that the subject and the education of the learners is promoted in a proper manner”. In identifying the core purpose of
the role of HoDs, the Personnel Administration Measures (PAM) as determined by the Minister of Education in terms of the Employment of Educators Act (South Africa, 1998) also relates to the leadership roles of HoDs. They are accountable to provide guidance on the latest ideas and approaches to the subject, method, techniques and evaluation to enhance learners' performance.

However, one common theme running through most policies on education is the achievement of quality education in schools, which undoubtedly makes the role of HoDs as instructional leaders in the school hierarchy a demanding one. As Bush (2003:10) states, effective leadership (of HoDs) is key to school improvement, thus great demands are made on HoDs to serve as intellectual resources or catalysts for teaching and learning issues, and so achieve quality education (Beerens, 2000:7; Kirkham, 2005:153). Since they have substantial authority by virtue of their formal leadership positions in the school hierarchy, they are largely judged by the efficiency and effectiveness of their service, which manifests in positive learner outcomes. From an organizational perspective, their role is considered as an important strategy in enhancing teaching and learning in schools (Bush & Clover, 2002:10). The roles of HoDs (also known as ‘subject leaders’, ‘middle managers’, ‘curriculum coordinators’) lie on the third tier of the school hierarchy, directly accountable to senior management for the teachers' work and accountable to teachers and learners in their respective departments. In secondary schools, they are members of the staff who oversee a designated area of the curriculum (Kirkham, 2005:160), therefore, their accountability lies in both directions, and according to Zepeda (2007:2) is a “daunting task”.

Kydd, Anderson and Newton, (2003: 56) argue that HoDs have a key role to play in change and in filtering information from senior management to teachers, but found there is little understanding in their workplace of the influential role they play in teaching and learning. They also found that HoDs seldom participate in shared decision-making or in the strategic management of the school, relating to the nature and quality of the learning experience. HoDs are frequently excluded from senior management’s decision-making and policy formulation, yet the nature of their role
means that they may have considerable knowledge, power and autonomy in the school structure.

According to Kruger (2003:206-209), HoDs have to divide their time “between issues of curriculum instruction and a large number of non-teaching administrative duties such as timetabling, meeting with parents, the management of school stock, work allocation, finance and budgeting and supervision”, with little time allowed to reflect on educational matters (Organisation for Economic Co-operation and Development (OECD), 2007; Wood & Anderson, 2003:21). Furthermore, Zepeda (2007:10) adds that “the hectic tempo of life in schools prevents HoDs from finding the time to engage in creating teaching and learning opportunities” for teachers and learners. They are appointed to the positions without proper prior training (Van Deventer & Kruger, 2003:62), and as a result teachers demonstrate poor class control, poor planning, poor subject knowledge, poor quality learning and a lack of commitment to work. These factors have been blamed for their negative impact on the culture of teaching and learning (Ruding, 2000:3,16).

The poor performance and results of learners at South African secondary schools in the National Senior Certificate Examination, used as an indicator of the effectiveness of schools, has brought this problem to light (Dean, 2002:129, Smith & Ngomo-Maema, 2003:345). At national level, the overall national pass rate for full time learners has decreased by 8.1% from 2003 (73.3%) to 65.2% in 2007 (Department of Education (DoE), 2009). As far as the results at District levels are concern, District 11 Johannesburg South, in which my study is located, also showed a remarkable decline in the pass rate between 2007 (71.33%) and 2009 (68.64%). The most logical way for schools to improve their results is to avoid, as far as possible, those learners who are unlikely to perform well in examinations (Mercer, Barker & Bird, 2010:19). From anecdotal evidence it appears that HoDs, because they are closest in the hierarchy of management to the learning experience, are usually the first to be blamed for poor performance of learners. This suggests that initiatives for improving HoDs as instructional leaders in developing their departments are long overdue (Niemann & Kotze, 2006:609).
In order for HoDs to be competent in the execution of their duties, they must have the relevant competency to carry out their work. Unlike in the South African context, leadership in Canada, England, France and Scotland requires specific preparation and a formal leadership qualification before they can take up the position (Bush, 2008:xii). Being promoted to an HoD post at secondary schools in South Africa is very simple and "is offered as a reward" (Kotze, 2002:12). Kerry (2000:6) supports this view, stating that the role is taken on by many with little preparation and even less training. The traditional view of secondary schools in South Africa is that HoDs need only to be qualified and experienced teachers. Any teacher who obtained a senior certificate plus at least three years of tertiary education (REQV 13) can apply for a post level two post, even in his or her first year of teaching. Based on anecdotal evidence, some HoDs are even appointed because of their political affiliation. Mercer et al. (2010:119) also criticize the appointment of HoDs, stating that the elimination criteria are inconsistent or irrelevant, and personality at interviews clouds the judgement of the panel. Some governing bodies rely on instinct and ‘gut feeling’ when making appointments. In contrast with Kerry’s view, Mestry and Grobler (2002:21) believe that training offered to HoDs was insufficient, and inadequate to effect meaningful change. Against this background to the study, the problem statement will now be discussed.

1.2 PROBLEM STATEMENT
According to a report of the GDE (2011 Newsletter), 51 000 matriculants who attended 391 schools achieved less than an 80% pass rate in the 2010 Senior Certificate Examinations (SCE). As the SCE results are the only instrument to classify schools as either performing or under-performing, principals are held accountable by the DoE for learners’ performance. In return, senior school management accuses HoDs for this state of affairs because of their position in the schools' hierarchy. HoDs are caught between the senior management team, teachers, and parents, and their own sense of what the learners need. Looking at the complex and demanding nature of the role of HoDs it is further extended to their leadership responsibilities and increased educational accountability (Beerens, 2000:13). According to Senge (2007:15), their role becomes more demanding as “supervisors of teachers and stewards of the learning process as a whole”. Mercer et
al. (2010:66) assert that HoDs constantly have to switch roles and lines of accountability between different aspects of their work. Larry (2003:1) also found that an HoD’s day is typically built around dozens of concrete ‘micro task’, many of which have no overt connection with instruction. Referring to their position in the school hierarchy, Mercer et al. (2010:66) also notice that HoDs experience tensions when they are obliged to “justify directives from above or defend their team against challenges or threats from without.” Goslin (2009:10) argues that many overlook their main responsibility of instructional leadership because they are too busy attending to administrative and managerial issues.

Due to a lack of knowledge about their role, most HoDs can also find that their sense of direction becomes submerged by difficult and mundane administrative tasks, to the neglect of the core function of the school, namely teaching and learning. Their job is often an administrative function, with limited scope for instructional leadership. Not surprisingly, HoDs find their job emotionally draining, having no control over what they are required to deliver and failing to implement initiatives to enhance learner performance. As noted by Mercer et al. (2010:35, 91), they do not operate within a clear framework of policies and expectations, but instead must ‘pursue imposed targets’ and deliver a ‘pre-packaged product’. Deficiencies in work quality are easily noticeable in the low morale and confidence the teachers display in the approach to their work, and as a result the learning is compromised. It is therefore important to address and curb these problems, or they will have a devastating impact on the education of learners. According to Mercer et al. (2010:3), HoDs have to go beyond the principles of equitable management practices, because of the significant shifts in educational policies and teaching cultures. To succeed in this environment they need a thorough understanding of their role as instructional leaders and the implications for teaching and learning. They should possess skills and qualities suitable to empower and develop their departments in the quest for improved quality teaching and learning.

In the light of this background it is evident that there is a gap between balancing the administrative responsibilities of HoDs and the execution of their role as instructional
leaders to promote effective teaching and learning. Although the primary function of the school is teaching and learning, the work of HoDs as administrators is taking precedence over this key responsibility, and they should take on the roles of instructional leaders (Harris, Day, Hopkins, Hadfield, Hargreaves & Chapman, 2003:2). In essence, the complexity and weight of the HoDs’ task, however, necessitate a clear understanding of this responsibility and tasks associated with it (Kruger, 2003:206). As the role demands that HoDs are close both to those they lead and to the locale of learner learning, they are expected to be “accountable and knowledgeable” of their role and the influence it has on learner performance (Kydd et al., 2003:186). Considering the above background, the research problem was encapsulated by means of the following research question:

**What is the role of Heads of Department as instructional leaders and what implication it has for the culture of teaching and learning in secondary schools?**

In order to answers this general research question, the following sub-questions are posed:

- What is understood by instructional leadership?
- What is the role of HoDs as instructional leaders in promoting an effective culture of teaching and learning in secondary schools?
- What knowledge and skills are required by HoDs to improve the quality of teaching for student success?
- What guidelines can be offered to ensure HoDs perform their role as instructional leaders?

To guide the researcher through his investigation of the abovementioned research questions, it is important to define the aims and objectives for this inquiry.

**1.3 AIMS AND OBJECTIVES OF THIS INQUIRY**

The general aim of my research is to define the role of HoDs as instructional leaders and to investigate its implications for the culture of teaching and learning in
secondary schools. In order to realise the general aim of this study, the following specific objectives are set:

- To understand what instructional leadership is.
- To investigate the role of HoDs as instructional leaders in promoting teaching and learning in secondary schools.
- To examine the knowledge and skills required by HoDs to improve learners' achievement.
- To provide guidelines or recommendations to ensure that HoDs can perform their role as instructional leaders.

To investigate the aims and objectives of this research, the research methodology and design that will be employed is now discussed.

1.4 RESEARCH METHODOLOGY

This research examines the role of HoDs as instructional leaders in creating an effective culture of teaching and learning in secondary schools. To gain an in-depth description and understanding of the research problem under investigation as it appears in its natural settings, an interpretive generic qualitative research method is selected for this study (Babbie & Mouton, 2001:269; Cohen, Manion & Morrison, 2001:51; Creswell, 2009:175; Maree 2007:51; Marshall & Rossman, 1999:104;).

Seeing that the researcher is interested in how people perceive the role of HoDs as instructional leaders, the qualitative approach seems to suit this study's quest best. Qualitative research is an investigative process that allows the researcher to enter the participants' world and gain a better understanding of their experiences and meanings related to the research question under investigation (Lichtman, 2006:8). Using the generic qualitative research approach to data collection, analysis, and report writing, the researcher will be able to segment the massive volumes of data, develop coding categories, and generate themes to get a consolidated picture of the collected data (Creswell, 1994:153; Lee, 1999:44; Ritchie & Lewis, 2003:201; Silverman, 2005:179). This approach will also allow the researcher to reduce the data to categories or themes as a basis for the emerging story that will be told by the researcher. Data will then be coded according to the eight steps of Tesch (1990:142-145).
1.4.1 Research Sample

According to Bless and Higson-Smith (2004:84), a sample is the whole subset of the population which is actually investigated by the researcher and whose characteristics were generalized to the entire population. Purposive sampling for this research was selected from the 65 secondary schools in the District 11, Johannesburg South. The population comprises five principals at the five secondary schools in Ennerdale, Johannesburg South District, two HoDs and selected teachers from each of these five schools (Maree, 2007:79). The selection of the participants was purposive as they were to provide in-depth information on the work culture and roles of HoDs as instructional leaders. These sample units also have particular characteristics that will enable detailed exploration and understanding of the research question, and will bring meaning to it. These characteristics are chosen because members of a school are bounded by a common goal of working together to enhance teaching and learning and therefore learners' performance (Mathibe, 2007:523). To collect information for the study on the role of HoDs as instructional leaders, the following section will pay attention to the data collection procedures to be used in this study.

1.4.2 Data collection

Qualitative research often thrives on the utilisation of various data gathering instruments (Creswell, 2009:179). The use of several data gathering instruments constitutes triangulation (Babbie & Mouton, 2001:270-273; Lichtman, 2006:8; Maree, 2007:51), in this case an in-depth, semi-structured individual and focus group interviews; observation; and document analysis. Being the primary instrument during the research, these data collection methods will allow the researcher to gain a better understanding on how participants perceive the role of HoDs as instructional leaders in secondary schools. Observation will offer the researcher the opportunity to record and analyse behaviour and interactions of participants as they occur, and thus allow events to be seen through the eyes of the researcher (Ritchie & Lewis, 2003:35). The researcher will observe subject meetings, school management team (SMT) meetings, and teachers in their classrooms. When observing teachers in their classrooms, an observation rubric will be used as a tool to determine how effective they are in the following
• **Managing the curriculum and instructional programme**
  
  To ascertain their knowledge of the subject, teaching and interaction skills, goal-setting, the involvement of learners in learning programmes, evaluation of learners, feedback to learners, and record keeping.

• **Creation of a positive learning environment**
  
  Teachers will be observed on how they address and maintain discipline in their classrooms, how they promote diversity within their classrooms, their knowledge of different assessment techniques, and how feedback is given to learners and parents on their performance.

These sub-areas will be assessed by means of a scoring rubric in terms of four levels of competence (see Appendix C). Informed by the two preceding data gathering processes, document analysis will include teachers’ work plans, minutes of subject and SMT meetings, and related evidence pertaining to school governance and cluster activities. These documents will also include policy guidelines; strategic plans and inspection reports on the formal proposed roles performed by HoDs and what they are doing in practice; reports on Integrated Quality Management System (IQMS); and school as well as cluster moderation reports of teachers and HoDs. Document analysis will provide the researcher with data of what should be or is expected of HoDs at secondary schools and how they comply with prescribed policies in terms of managing the curriculum and instructional programme, teacher evaluation and appraisal, and staff development opportunities. Document analysis will also enable the researcher to gain deeper insight into the school and, as an unobstructive source of information, it will be perused by the researcher at a convenient time (Creswell, 1994:150-151).

A protocol will be established to record the collected data and to tape-record it with the participants’ approval (Creswell, 2009:181-183). Mental notes of the conversations with participants will also be jotted down immediately and comprehensive notes written up afterwards. The in-depth, semi-structured interviews will be conducted with all selected teachers during a normal school day over a one-week period. Individual focus group interviews will also be conducted with two selected HoDs and principals at the five secondary schools in Ennerdale, focusing
on their perceptions of the role of HoDs as instructional leaders and the implication it has on teaching and learning in secondary schools. During the interviews, the researcher will play an important role in directing the interview process and must be clear about how to 'stage-manage' the interviews effectively so as to meet the purpose of the research (Ritchie & Lewis, 2003:145-147). Before the research sites will be visited, the researcher will first permission will be obtained from the Department of Education and the principals of the selected secondary schools to conduct the study at these sites.

1.4.3 Data Analysis

According to Maree (2007:37), an important aspect of data analysis is the decision on how to present the data. Data will be analysed throughout and after the collection of data for the duration of my research and will be done simultaneously with data collection, data interpretation, and narrative report writing (Maxwell, 2005:95; Creswell, 1994:153; Gillham, 2000:71). To bring order and structure to the collected data, categories will be developed which illuminate the data, and these themes or categories will be saturated with appropriate cases in order to demonstrate their relevance. Lastly, these categories will be developed into more general analytic frameworks (Silverman, 2005:179). Using the generic qualitative approach, data analysis will be conducted simultaneously with data collection, the sorting of data into categories, forming of the information into a story, and the writing of the qualitative text (Creswell, 1994:154). Applying this data analysis procedure, the data will be organised by listing it on note cards; generated into categories; tested for their usefulness and searched to find alternative explanations before writing up my report (Creswell, 2009:150-157). During the coding of data, the researcher will apply the steps suggested by Tesch (1990:142-145). The coded data will now be reduced to themes or categories which will form the basis of the emerging story to be told by the researcher on the role of HoDs as instructional leaders and the implication it has for teaching and learning.
According to Babbie and Mouton (2001:276), the principle of good qualitative research is found in the notion of trustworthiness. How the study will address issues of internal and external validity will be discussed now.

1.4.4 Trustworthiness

The trustworthiness of the collected data will be verified to ensure internal and external validity (Creswell, 2001:276-277, 1994:158-169; Maree, 2000:37, 113-115). Through triangulation, the researcher will use different sources of information to help both confirm and improve the clarity and precision of the research findings (Ritchie & Lewis, 2003:275). These multiple data collection sources will include interviews, observations, and document analysis. The research will also be subjected to peer review by one of the principals, who has a doctorate for peer examination (Babbie & Mouton, 2001:275-277). The categories or themes that will emerge from the information gathered will be returned to the participants to establish whether the conclusions are accurate. This member checking will provide interaction between the participants and the researcher to ensure the true value of the data (Creswell, 1994:158). Prolonged engagement at the researched schools, coupled with persistent observation of participants will also contribute to the internal validity. The external validity will be ensured by detailed descriptions of the focus of the study; multiple methods of data collection and analysis; and data collection and analysis strategies being reported in detail. The researcher will also limit generalization of the findings, but form a unique interpretation of the events that can be generalized to a larger number of secondary schools in the province. A key aspect of demonstrating critical engagement is to show awareness of the ethical considerations, which involves care for the wellbeing of participants.

1.4.5 Ethical Aspects

In order to conduct my research at the five selected secondary schools in Ennerdale, Johannesburg South District, I will first have to gain access to these sites by seeking the approval from the DoE and the respective principals for permission to conduct the research. Basic courtesies will be extended to all participants, such as inviting them to be involved, promising them confidentiality, and ensuring them of my good
faith at all times (Oliver, 2003:130-131). All participants will be informed about all relevant aspects of the research before they agree to take part, thus enhancing “helpfulness and disclosure” of information (Gilliam, 2000:53). I will negotiate a formal agreement with them, in which I clearly state their right to withdraw from the research at any time. They will also be informed about the anticipated means of disseminating the research findings and how the research will be commissioned. They will be assured that the information they provide will be kept confidential, and that their identities and that of their school will not be revealed to the public (Bless & Hinson-Smith, 2004:101; Burns, 2000:20).

Certain key concepts will be used throughout, and to place it in context of this study they will be discussed briefly in the following section.

1.5 CLARIFICATION OF CONCEPTS

The following core concepts will be used throughout this research study.

Harris et al. (2003:2) define instructional leaders as those who are able to build collaborative cultures through generating positive relationships. They build the capacity for improvement through working collaboratively and through building professional learning communities within schools. In this study they are seen as leaders who provide direction and support to both educators and learners, with the aim of improving teaching and learning (Kruger, 2003:206).

According to Moore (2009:5), teaching includes “the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development.” I draw on the position of Tobias and Duffy (2009:224), for whom teaching is a process whereby learners acquire knowledge and skills in school settings.

Flinders and Thornton (2004:11) define curriculum in two ways: (1) it is the entire range of experiences, both undirected and directed, concerned in unfolding the abilities of the individual; or (2) it is the series of consciously directed training experiences that a school uses for completing and perfecting the enfolding. It is the
planned and unplanned learning experiences that learners undergo while in a school setting (Moore, 2009:33). Armstrong (2003:4) views curriculum as “decision-making processes and products that focus on preparation and assessment of plans designed to influence students’ development of insights related to specific knowledge and skills.” As applied in this study, curriculum will be defined as the series of things which learners must do and experience by way of developing abilities of adult life.

**Heads of Department** are also referred to as ‘middle managers’, ‘subject leaders’ and ‘curriculum coordinators’ (Kirkham, 2005:160). HoDs are members of the staff in primary and secondary schools who have insight into designated areas of curriculum or aspects of the work of a school, such as learner assessment, discipline and parents’ school liaison. They fall between senior management and educators, the “knot and bridge of knowledge creation” (Sallis & Jones, 2002:40-410).

The following section will give a brief discussion on the division of the different chapters in this study.

**1.7 DIVISION OF CHAPTERS**

**Chapter 1** has provided an orientation to the research study. The background and research problem were presented, forming the foundation on which this research has been undertaken. This chapter also provides the goals and objectives of this inquiry; the research paradigm and methodology; as well as the rationale.

**Chapter 2** deals with the theoretical grounding of the study, from which the theoretical framework will be developed and explained, as well as a literature review on the influencing role of HoDs as instructional leaders in facilitating an effective culture of teaching and learning in secondary schools. This chapter will also examine the various models of leadership and access the evidence of their effectiveness. The great interest in instructional leadership for HoDs will also be investigated, in relation to the widespread view that the main function of a school is to promote teaching and learning. This chapter also pays attention to the communicative processes HoDs can employ to create conditions in their departments that will promote teaching and learning in schools for improved learner performance.
Chapter 3 focuses on the selection of the research design and the methodology, with a detailed exposition of the implementation of research methodology, research design, the role of the researcher and recording of raw data. Sampling techniques and methods, data collection methods, as well as the instruments that will be used to collect data will be described.

Chapter 4 is devoted to the analysis of data obtained by means of the interviews conducted at the selected schools and participants in the Johannesburg South District and the recording of findings based on the research questions. This chapter also addresses the interpretation of selected sample of empirical data, data verification and the validation of the collected data.

Chapter 5 will present the discussion of findings from the literature survey and critique, make recommendations and draw a conclusion. As a concluding chapter, it will summarize the key findings of the report and outline possible identified areas for further research.

At this stage, it is important to state why this study is deemed important and who will benefit from it. In the section that follows, the researcher will explain what prompted it and its potential benefits to relevant parties with an interest in the instructional leadership role of HoDs.

1.8 RATIONALE OF THE STUDY

This research was prompted by some of the real challenges and complexities that surround the role of HoDs as instructional leaders in executing their responsibilities. Given that they are accountable for the quality of work in their departments, the research attempts to address the influential role HoDs play to secure this high quality for teaching and learning. While one can accept that HoDs are key to a successful learning culture within a school (Beerens, 2000:xii), little is known about what they do or how they account for their actions. Ruding (2000:3) concedes that “improvement in middle management has been less marked than that of senior management and good practice at this level is not yet sufficiently widespread”. 

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The intended outcome of this research is to explore the relationship between the influential roles of HoDs and highlights areas of their accountability in the creation of conditions for effective teaching and learning in secondary schools. It therefore seeks to provide them with insight into how they can take the lead in managing their departments. The potential benefit of this research will be to guide the DoE and training providers at large to put the role of HoDs in perspective and match their training programmes to the knowledge and skills they need to perform their roles. It also attempts to guide these key role players in identifying the kind of knowledge and skills needed by HoDs in performing their roles as instructional leaders in promoting teaching and learning.

1.9 SUMMARY

The aim of this chapter was to introduce the research problem and the methodology for how the research will be conducted in order to come to a conclusive conclusion on the role of HoDs as instructional leaders and the implication for teaching and learning in secondary schools. The interpretive generic qualitative research paradigm was used to investigate this research problem, given that it is explanatory in nature. The generic qualitative research approach was used for the collection and analysis of the data. The role of the researcher and participants was also explained. The instruments for the collection of data, namely interviews, observations, and document analysis, were also explained. The recording and analysis of the data was also discussed as well as the verification steps that will be considered in and during the research. Focusing on the role of HoDs as instructional leaders in secondary schools, a theoretical framework that will underpin this study will be provided in Chapter Two. A literature review will also be conducted that will focus on the role of HoDs as instructional leaders and the implication it has on teaching and learning, especially in secondary schools.
CHAPTER 2
THE ROLE OF HEAD OF DEPARTMENTS AS INSTRUCTIONAL LEADERS

2.1 INTRODUCTION
This chapter is written in the strong belief that instructional leadership is key to effective schools. It is introduced with a discussion on the role of HoDs as instructional leaders and its implications for teaching and learning in secondary schools, as set out in the Employment of Educators Act (South Africa, 1998). This will assist the researcher in developing a theoretical framework in which to view the collection, examination and analysis of data on the role of HoDs as instructional leaders who forge synergy and coherence in the school.

This chapter will also review literature on areas of accountability of HoDs and their role as instructional leaders within the structure of a school. A detailed outline of their position in the school hierarchy, followed by a description of their management and leadership role as reflected in the literature will also be given. Their role will thus be discussed with emphasis on areas of knowledgeable and accountability in creating a culture of teaching and learning in their departments. Lastly, this chapter will pay attention to guidelines on how HoDs can become effective instructional leaders to create conditions in their departments that will promote teaching and learning in schools for improved learner performance.

2.2 THEORETICAL FRAMEWORK
To gain a better understanding of the topic, the theoretical framework is guided by the structuration theory of Giddens (1976), that is, the production, reproduction and the transformation of structures produced by human action (Craib, 1992:44). Craib adds that a structure is “an underlying framework of elements and rules from which practices are produced by conscious actors.” It is essential for the efficient and effective leadership and is governed by rules which regulate its social functions (Swingerwood, 2000:187-188). In a South African schools' context, these rules are stipulated by legislation, in particular the Employment of Educators Act, 1998; PAM; ELRC Resolution Numbers.1 & 3 (2003). Swingerwood (2000:120) further states that
these rules operate on two levels of consciousness, namely, a discursive level of consciousness which enables these agents to understand the reasons for their actions, reflect upon them, and give a rational account of them (accountability); and a practical level of consciousness which enables agents to carry out their actions (knowledgeability).

In the school context, structures define and determine the levels of responsibility and lines of accountability, the roles and division of work, and channels of communication between members directed towards achieving the goals and objectives of the organization (Bush, 2003:39). As agents in the school hierarchy, HoDs should thus know where they are within the school's structure, as illustrated in Figure 2.1 (below). According to Davidoff and Lazarus (2010:xvi), they should be knowledgeable, in the sense of both discursive and practical consciousness, of the system in which they operate. Their action in the system is linked to that of the power to command others which they possess by virtue of their positions as appointed leaders of their departments and therefore have the lawful right to carry out and complete certain actions (Loock; Campher; Du Preez; Grobler & Shaba, 2003:8). They are placed in their position because of their power, which is inherent in the definition of power itself, “the ability to do or achieve or change something” (Craib, 1992:35-36) and therefore, one can infer that knowledge is the primary tool for the exercise of power. Of importance is that the schools as systems need to be aware of these complex skills that HoDs display.

In this research, I deal with the school as a social system, there being a clear similarity in the way Giddens presents it in his work. Moloi (2005:38) concurs, maintaining that "a school in system thinking terms is a social system with a rational character that justifies and legitimizes it as an organization." This rational characteristic is manifested in its management structures and procedures, in policies, processes, operating procedures, and in management systems. Furthermore, Moloi (2005:38-39) explains that like any other social system, schools have the following characteristics:

- There is a clear specialization and division of tasks.
• There is a hierarchical structure.
• Rules, regulations and policies are used to ensure compliance with the dictates of the DoE.
• Recruitment and employment are based upon technical expertise.

One of the most important characteristics of organizations is evident from this definition, namely that they possess formal structures of authority “which make it possible to regulate life within the particular organization” (Theron in van der Westhuizen, 2002:37). The structure of authority consequently presumes that there are persons in authority and persons subject to authority, with the former having a duty and responsibility towards those over whom authority is exercised. In situating the structuration theory in the context of schools, it is notable that schools also have hierarchical systems where HoDs possess authority legitimized by their position within the organization (Bush, 2004:37). They are placed in this position based on their knowledgeable and accountability for their roles in their schools (Kydd et al., 2003:3). These roles range from curriculum knowledge and supervision of teachers, to the development and appraisal of teachers (ELRC, Resolution 8 of 1998). The main elements of the theory of structuration, the framework for approaching my research study, include the accountability and knowledgeable of HoDs as instructional leaders in the school hierarchy, in achieving specific aims and objectives of the organization by coordinating the activities of teachers in their departments. Therefore, the discussion that follows will focus on the importance of HoDs in a school structure.

2.3 THE ROLE OF HEADS OF DEPARTMENT IN A SCHOOL STRUCTURE
The main objective of the DoE is to ensure quality public education for all and to constantly improve the quality of learning and teaching (Integrated Quality Management System (IQMS), Collective Agreement Number 8 of 2003), which education policymakers endorse. According to Mercer, Barker and Bird (2010:9), the DoE drives this agenda forward by constantly passing new legislations and setting new goals, all of them designed to improve the quality of teaching and learning in schools. This policy initiative by the DoE and others, which is aimed at improving and sustaining delivery of quality teaching and learning, redirects the attention to the leadership capacity of educational institutions (ELRC, 1995).
However, without an adequate supply of effective HoDs as instructional leaders, this objective will simply not be realized. To achieve this aim, proactive leadership is essential and HoDs, as part of senior management, are in a favourable position to provide professional leadership to secure quality teaching and learning in schools (Ruding, 2003:3). For HoDs to lead their departments effectively they should be knowledgeable about the most important management and leadership tasks and accountable for their role in order to promote effective teaching and learning. They should be knowledgeable about curriculum development, teacher and instructional effectiveness, supervision and teacher evaluation, and staff development. Before addressing the research question it is important to locate the position of HoDs within a school structure, as will be discussed now.

### 2.4 THE POSITION OF HEAD DEPARTMENTS IN THE SECONDARY SCHOOL STRUCTURE

![Organogram of a school](Source: Van der Westhuizen, 2002:166)

A structure as an element of an organization embraces the departments, the roles, the hierarchical levels and authority (Everard, Morris & Wilson, 2004:156). It is therefore safe to say that individuals in structures are defined by roles as presented by the organizational chart above, showing the authorized relationships between members of the organization. It outlines the demarcation of roles and responsibilities and is a depiction of the pattern of activities, expectations and exchanges among individuals. Decentralised systems devolve significant powers to subordinate levels and are referred to as 'site-based management' (Bush, 2008:51). Clearly defined in this chart is the hierarchical nature of school structures, and this reinforces the
authority of the leaders at different levels. Structures tend to be hierarchical, with HoDs, on the third tier, answerable and accountable to the deputy principal for the work of teachers, and teachers on the lower level being answerable and accountable to the HoDs for learners' performance. The HoD stands between two clearly defined groups, namely, the top management of the school and the teachers on the ground (Kerry 2000:88).

Central to this hierarchical model is the power and authority of HoDs to obtain and maintain compliance, meaning, to “encourage teachers and learners to be involved in their work and maintaining this involvement” (Loock et al., 2003:8). There is thus a form of control of these leaders over their staff, because their authority is a product of their official “positional power” within the school structure (Bush, 2003:37, 98). This power is categorised by Loock et al. (2003:8-9) as:

**Organisational power, which includes:**

- Legitimate (lawful) power which originates from the HoD’s position of authority in the school hierarchy. This power gives him or her the right to demand work from subordinates.

- Reward power, through which the educational leader controls valued rewards, for example, better working conditions to teachers, and promotes them to teach more senior classes.

- Coercive power, referring to the leader’s ability to control and administer punishment for unacceptable behaviour.

**Personal power, which includes:**

- Expert power (power of competence), which is based on the knowledge of the HoDs as leaders, resulting from expertise, experience and competence obtained.

- Referent power (power of reference), which refers to the personal characteristics of the leaders that will motivate teachers and learners to have a positive attitude towards their work and school.
Therefore, because of their location at the middle management junction of the school, HoDs have a particular important influential role to account for, and Dean (2002:37) describes them as the “backbone” of the performance management system. They possess the authority which arises from their knowledge and skills, and expertise that contrasts with their position (Bush 2003:65-66). As members of the school's hierarchy, HoDs enjoy differential status and accountability levels. The Norms and Standards for Educators, Act No. 27 (South Africa:1996), which addresses quality in education, has brought into focus the importance of the role of HoDs and forced them to be increasingly accountable and knowledgeable when engage learners in learning opportunities. In addressing quality education, the DoE has focused increasingly on developing new standards and assessments for learners to put schooling in South Africa onto a winning track. Examples are the National Senior Certificate Examinations (NSCE), the Common Examinations for Grade 9 and various international tests, such as Trends in International Mathematics and Science Study (TIMSS), 2005; Progress in International Reading Literacy Study (PIRLS), 2003; the Annual National Assessments (ANA), 2011; and Southern and Eastern African Consortium for Monitoring Education Quality (SCMEA) (Naptosa, 2009:9-10). The strident calls for accountability, as mandated by legislation, present HoDs with the crucial task of providing learning opportunities that meet the needs of teachers and learners. The HoDs' accountability will only become a reality when they can exercise management and leadership in the learning process. Based on their position in the school structure, it can be said that the significance of their effective leadership and management for the successful operation of departments has been increasingly acknowledged (Kirkham, 2005:160). One can infer from the evidence offered that HoDs should be both good managers and leaders, while supervising teachers in their departments.

2.5 THE DIFFERENT ROLES PERFORMED BY HEADS OF DEPARTMENT AS INSTRUCTIONAL LEADERS IN A SCHOOL HIERARCHY

Loock et al. (2006:v) firmly believe that educational managers at all levels are responsible for ensuring that subordinates’ performances conform to expectations. Being appointed in their position on the basis of their knowledge and the competence to issue appropriate support and development to subordinates, HoDs
should have the skills and knowledge to direct the actions of these subordinates (Bush, 2003:39). They are accountable for all aspects of management and leadership of a school, in dealing with the changes and challenges in the educational landscape as set out in the South African Schools Act, (South Africa, 1996). Ayers and Gray (2001:1-2) also write to the accountability of HoDs, stating that they are required to:

- ensure that they are knowledgeable about their curriculum area, have relevant teaching skills, engage in self-appraisal, be empathetic and be equipped with managerial techniques;
- ensure lessons are prepared and planned in terms of aims, objectives, content, materials and presentation, and see that lessons are monitored and evaluated (both in summative and formative terms);
- display effective teaching qualities;
- ensure that learners are actually engaged in the learning process; and
- encourage discovery and experiential learning.

It is therefore safe to assume that schools need good educational managers and leaders who are knowledgeable of management and leadership skills to raise the levels of learner achievement. In this regard, Anderson and Bannett (2003:86) rightfully regard effective leadership and management as key factors in ensuring continuous school improvement and success. Kydd et al. (2003:1) share the same view, asserting that teams in organizations need to be managed otherwise the organization would fail to function. Looking at the complex role of HoDs, this section will now look at the range of the HoDs’ areas of knowledgeability and accountability as managers, leaders, and, lastly, instructional leaders effecting teaching and learning in schools.

### 2.5.1 The Head of Department as manager

According to Kydd; Anderson and Newton (2003:1), management is meant to put the vision of an organization into practice and enable the organization to function effectively. Similarly, Sapre (2002:102) defines it as “a set of activities directed towards efficient and effective utilization of organizational resources in order to
achieve organizational goals”. The aim of educational management lies in facilitating effective education and describes the activities of people in the organization (Loock, 2003:2). In addition, Squelch (2000:128) maintains that the vehicle of these activities is school-based management, which includes HoDs because of the power vested in them by virtue of their position. As part of management in schools, they have the responsibility for creating and supporting conditions under which high quality teaching and learning can take place (Bush, 2003:39). Being in charge of a department or phase, the role of HoDs as managers cannot be separated from the authority structure within the school. In essence, the key functions of HoDs as educational managers in the South African context are to manage policies, people and resources, subjects and the curriculum, with little emphasis on their actual role as leaders of instruction. Furthermore, Everard et al. (2004:4) postulate that their management tasks include planning, organizing, coordinating and controlling. These activities underpin the management of schools and the daily activities of HoDs (Bush, 2008:2). Unfortunately, most of their management tasks appear to be concerned with personnel problems, for which they have little or no training to deal with. Van der Westhuizen (2002:118-121) elaborates on these time demanding management tasks as follows:

**Planning**, as a prerequisite for the achievement of goals, forms the basis of all other management tasks, and is thus about creating and designing regulated activities with a view to future needs. It reflects on the objectives of the school, the resources, as well as the activities involved, and involves drawing up the most suitable plan for achieving these objectives (van Deventer and Kruger, 2003: 80-81). As managers, HoDs are responsible for the planning the year's programme for their departments, lesson preparation, evaluation of teachers and professional development programmes for teachers. Although it is an important management function in schools, planning does not address the core role of HoDs as instructional leaders (Ruding, 2000:3). As Smith (2009:5) argues, most schools have long-term planning for the curriculum and textbook adoptions but rarely focus on the needs of the teachers and others who will implement those plans. Planning in essence fails to focus on learners' achievements, to motivate teachers or to set clear goals. Anecdotal evidence shows that, although HoDs are involved in policy decisions they fail to implement them successfully. Barriers to effective planning also include fear
for failure, lack of educational knowledge, lack of confidence, and resistance to change. Van Deventer and Kruger (2003:88) propose that HoDs, in addressing these barriers, should take into consideration the following planning principles, which also call for training:

- Planning should take place within the limits of the school's policy, revolving around teaching and learning
- All aspects of planning should be related and in line with the plans of the school
- Consider human limitations, taking into account the workload of teachers and the amount of time learners need to complete assignments.

Organising is the process of creating a structure for the school that will enable all the members of staff to work together effectively towards achieving its outcomes (van Deventer & Kruger, 2003:109). One can infer from this definition that organizing is a process by which the manager brings order out of chaos, removes conflict between people over work or responsibility, and establishes an environment suitable for teamwork (Osterman, 2008:5). HoDs should see to the systematic coordination of the many tasks of a school, including the organizing of tasks; assigning duties, authority and responsibility; and determining the relationships between people in order to attain set goals. During this process, they should be cognitive of the problems that may hamper teachers in carrying out this task. For van Deventer and Kruger (2003:117), the problems teachers and HoDs may encounter during the organizing process include:

- Highly qualified members spending time doing work that does not require their specialized expertise and experience.
- Imbalance of responsibility, authority and accountability, resulting in the uneconomical division or duplication of work.
- Maintenance of unnecessary records and statistics.

While one can accept that organizing is an important aspect of the HoD's role, it is difficult to ignore the time spent on it and the unnecessary underutilization and duplication of human and physical resources. The complicated and time consuming steps have been identified by van Deventer and Kruger, (2003:115-117) as in Figure 2.2 (below).
<table>
<thead>
<tr>
<th>Steps</th>
<th>Action</th>
</tr>
</thead>
</table>
| 1. Obtain comprehensive information about the nature and scope of the teaching and learning work and activities to be organized | • Use planning information  
• Clearly state applicable outcomes and policy prescriptions |
| 2. Identify and analyse all the teaching and learning work and activities | • Examine activities or work that must be performed to achieve the outcomes |
| 3. Divide the work and activities into meaningful departments or groups | • Group similar or related activities so that they are carried out by specific people or departments |
| 4. Divide the activities or departments into meaningful tasks | • Every staff member takes responsibility for a specific task  
• Create posts for the execution of the various tasks  
• Give clear task description to each member of staff |
| 5. Allocate authority and responsibility and establish relationships of authority | • Each staff member must know his duties and responsibilities  
• Assign an authority to carry out each task  
• Know what the relationship with other staff members should be |
| 6. Allocate the necessary resources, and communicate all decisions and arrangements. | • Include people, physical facilities and finances  
• Follow standard procedures  
• Determine the place of work  
• Impose time restrictions |

**Figure 2.2:** Steps in the organizing process (van Deventer & Kruger, 2003:115-117)

As illustrated in Figure 2.2, most of the HoD’s time is devoted to structures and procedures to ensure the successful running of a department, with little emphasis on actual teaching and learning.

**Coordinating** the work activities of teachers in a department to ensure they are all working together to achieve determined outcomes in a important role for HoDs. For van Deventer and Kruger, (2003:123) coordination is:
... a process through which school managers try to relate people, tasks, resources, and time schedules in such a way that they are complementary as well as supplementary, and support the whole school in realizing the aims and outcomes of the school.

It is therefore important to synchronise people and activities if set outcomes are to be achieved. To coordinate the activities of the staff, HoDs should promote teamwork among the staff and ensure cooperation between teachers so that work is uniformly applied. Unfortunately, as servants of decisions and assistants of authority, most HoDs lack the time to monitor and correlate the pace of all teachers of a subject; address problems arising from the curriculum; discuss departmental circulars; guide new teachers in implementing subject content; plan examination and test papers; coordinate learners' work to determine the accurate completion of assignments; and ensure these assignments have been marked and so measure the performance of learners (Osterman, 2008:5).

**Monitoring and Controlling** constitutes a management process through which HoDs ensure, by means of assessing and regulating, that the teaching and learning work is in progress, and thus the school's outcomes may be accomplished (Bennett & Woods, 2007:456). This is to verify that all activities are in line with the policy and that instructions are being carried out. As part of the management team, HoDs should keep abreast of the latest schools of thought on approaches, methodology, techniques and evaluation. Given that their work is linked directly to the teachers in their departments they should have an interest in them. Focusing on teaching and learning, HoDs must be familiar with the following formal methods of control, as set out by van Deventer and Kruger (2003:132-133):

- **Preparation**: Encourage teachers to prepare their lessons in writing so that they can be checked to gauge their knowledge of the subject. This will ensure that they do not come to class unprepared.

- **Presentation**: Class visits can be used to gauge the success of a teacher's presentation of a lesson, thus encouraging professional growth and providing support.

- **Evaluation**: In order to check whether the teachers' evaluation is up to standard, the question papers, memoranda and answer papers of tests and examinations must be presented to the HoDs for moderation.
**Formal meetings**: HoDs should utilize subject meetings to measure teachers' knowledge and skills in the subject. If this seems lacking, these meetings can also serve as corrective functions for improving the quality of teaching.

According to van Deventer and Kruger (2003:128) a monitoring system will indicate to HoDs whether activities are proceeding according to plan; if something unexpected has happened that might have influenced the plan; and, if the situation has changed completely, whether or not they will have to devise a new plan. However, van Deventer and Kruger overlook the actual problems HoDs experience with controlling. Teachers do not cope with demands upon them, such as changes to the curriculum, conditions of service, and the ever-broadening role of the teachers (Dean, 2002:129). These problems have an effect on motivation levels, which may thus hamper performance (Lumby, 2003:161).

From the above discussions it is evident that the role of HoDs contains elements of management and, in this sense, one can argue that they are managers. However, in executing these management tasks there is a lack of support available, and reforms are introduced into schools without them improving their much needed management skills. Promoting teaching and learning in schools is thus dependent upon the effectiveness and competence of HoDs in their performance of management tasks. Being knowledgeable about these elements of management is not enough for HoDs to perform their role, and as Mercer *et al.* (2010:3) suggest, they “have to go beyond the principles of humane and equitable management practices because of very significant global shifts in government education policies, social values and teaching cultures”. It is thus also important to give attention to the manner in which educational leaders, especially HoDs, should perform their role as leaders in schools.

### 2.5.2 The Head of Department as leader

According to Bush (2003:186), in the hierarchy of leadership positions the HoD traditionally holds the position of teacher leader. Leadership is a process of influencing others to achieve a goal and to ensure the implementation of the school’s vision and strategy. For Yukl (2002:3) it involves a “social influence process” of
others’ action in achieving desirable ends. Leadership practice can be seen as the interaction of leaders, followers and their situation when tasks are performed (Mercer et al., 2010:51). Similarly, Wasserberg (2000:158) maintains that the primary role of any leader is the unification of people around key values. It represents a critical foundation for excellence and is value-driven (Kydd et al., 2003: 1).

Focusing on a set of well-established leadership styles most closely related to learner learning (Bush, 2003; Day, 2000; Everard, Morris & Wilson, 2004; Pinnock, 2008), the following leadership styles may be identified:

**Autocratic:** Such leaders want things to go their way and are ‘boss-centred’, telling their staff below them exactly what to do. They keep most of the authority for planning, organizing and control to themselves and do not allow participative decision-making. They have little concern for other people’s feelings or opinions, are aggressive if challenged and drive things ahead. Although policy implementation sometimes requires this autocratic leadership style, HoDs who demonstrate it encounter a tense atmosphere within their departments, with little job satisfaction prevailing and little or no staff development. Furthermore, as van Deventer and Kruger (2003:144) point out, human relations in such departments will be poor and teachers and learners will be motivated by fear.

**Democratic or participative:** Also described as shared, distributed, collaborative or collegial, this style is employee-oriented and focuses on shared decision-making (Burton & Smith, 2003:39), allowing for two-way communication and staff input. Although leaders who adopt it make the final decision, they listen to all opinions before drawing conclusions. In exercising this type of leadership, HoDs will increase the effectiveness of the school by encouraging participative decision-making and group work amongst teachers and learners (Bush, 2008:14). The burden of leadership will be less if leadership functions are shared, and as a result teachers will be more likely to accept and implement decisions to which they have contributed. They will also create an atmosphere in their departments in which the teachers and learners can develop to their full potential and experience job satisfaction (Miller, 2001:182). On the other hand, a disadvantage of this leadership style is that some HoDs cannot take responsibilities for tasks delegated
to them because of the difficult situations under which they are working, and the lack of pre-service preparations for the post (Mestry & Grobler, 2002:21).

**Transformational:** Leaders adopting this style not only manage structures but also purposefully seek to impact upon the culture of the school and change it. They focus on what they can get their staff to do and promote change, are very goal-orientated and good at taking organizations through times of change. These leaders engender enthusiasm through inspiration, through what Loock *et al.* (2003:15) refer to as “leadership by bonding”. They leaders assume that the central focus of leadership is the commitment and capacity of members, characterized by Bush (2008:13) as establishing the schools' goal; offering individualized support; modelling best practices and important organizational values; and developing structures to foster participation in school decisions. Gunter (2001:70) maintains that transformational leadership is about “building a unified common interest” and is vision-driven planning for the future. Innovation, inclusion and conflict management have been linked to transformational leadership behaviour, and Hopkins (2000:2) finds that in schools it plays a crucial role in the development of the innovative capacity. Therefore, HoDs as transformational leaders should be able to inspire and motivate their subordinates; focus on individual needs of these teachers; influence their thinking; and encourage them to communicate and build a commitment to the school's vision.

**Transactional:** This leadership style, as seen by Burton and Smith (2003:39), is contractual between the leader and the followers, with the leader rewarding or disciplining the follower, depending on the adequacy of his or her performance. The relationship is based on a process of exchange, and given that the parties do not share a common stake in the organization, some kind of bargain needs to be struck. HoDs possess authority arising from their position as formal leaders of their departments (Bush, 2003:39; Earley & Weindling, 2004:12), thus holding power in the form of key rewards. However, they require the co-operation of the teachers in their departments to secure a high level of teaching and learning. The needs and wants of the teachers are thus traded against those of the HoD as leader, termed by Loock *et al.* (2003:14) as “leadership by bartering”. They leaders offer their followers reward or inducements rather than seeking to improve their commitment or motivation, for example through promotion.
**Instructional:** A focus on teaching and learning as the prime purpose of the school characterizes this style (Burton & Smith, 2003:39). According to Southworth (2002:79), the emphasis of instructional leadership is on managing teaching and learning as core activities of the schools, whilst for Bush (2003:15) it is on teachers as they engage in activities directly effecting the growth of learners. The essence of Bush’s claim is that these leaders are strongly concerned with teaching and learning, including the professional learning of teachers and learner growth. Bush and Glover (2002:10) state that these leaders’ influence is on learning via teachers, whilst improving the quality of teaching and learning requires an approach to leadership development that focuses on instructional leadership. This is arguably the most important dimension because it targets the school's central activities, namely teaching and learning (Hoy & Hoy, 2003:1). For HoDs, it should involve talking to teachers, creating a school environment conducive to teaching and learning, promoting professional growth and fostering reflection.

In conclusion, it is clear that HoDs should be both good managers and good leaders. One can infer from the evidence that there is a difference between leadership and management. In addition to being accomplished managers who do things correctly by facilitating the work of a department, leaders shape the school's culture by creating and articulating a vision, winning support for it and inspiring others to attain it (Figure 2.3, below). In this regard, Loock et al. (2003:17) argue that there is a distinct difference between leadership and management, while seeing management as “tactical, short term in nature” and leadership as “strategic and long term”.

<table>
<thead>
<tr>
<th>Leadership task cycle</th>
<th>Management task cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting goals and objectives</td>
<td>Creating a vision how things could be done better</td>
</tr>
<tr>
<td>Developing clear work programmes or objectives</td>
<td>Turning visions into workable projects</td>
</tr>
<tr>
<td>Facilitating the execution of work programmes</td>
<td>Communicating agendas so as to generate excitement and commitment in others</td>
</tr>
<tr>
<td>Making and monitoring adjustments</td>
<td>Creating a climate of problem-solving and learning around the agendas</td>
</tr>
</tbody>
</table>
Rewarding performance
Persisting until the agendas are accomplished

**Figure 2.3:** Differences in the tasks performed by leaders and managers (Everard *et. al.*, 2004)

According to Bush (2007:391), schools require effective leaders and managers if they are to provide the best possible education for their learners. HoDs should be knowledgeable of aspects of both management and leadership in order to perform their roles successfully (Bush, 2008:4). According to Anderson and Bennett (2003:86), educational leadership and management is regarded as a key factor in ensuring a school’s success, thus work is carried out to enable teachers to perform their primary work, teaching. In this regard, the DoE states clearly that, “effective management and leadership, articulated with well-conceived, structured and planned need driven management and leadership development, is the key to transformation in South African education” (DoE, 2004).

Based on the importance of effective leadership in the school, one can argue that it is predominantly exercised by those in higher positions, HoDs included. However, there is more to successful leadership and management of people than ensuring that the functional tasks are carried out successfully. The increasing educational knowledgeability and accountability extend the role’s complexity and challenging nature, therefore HoDs as leaders and managers should be sensitive to a range of other issues if they are to ensure the effective teaching and learning set out in the PAM (South Africa, 1998). It is essential that leaders and managers develop knowledge and skills in designing, developing, implementing and evaluating high quality teaching and learning in schools. Although it is expected that HoDs exercise academic leadership and take overall managerial responsibilities for their departments, they need to work with teachers to improve teaching and learning in schools (Ruding, 2000:3). Focusing on this core purpose of the school’s existence they should become instructional leaders.

### 2.6 INSTRUCTIONAL LEADERSHIP

According to Bush (2007:391), schools require effective teachers if they are to provide the best possible education for their learners. The National Curriculum
Statement (NCS) also visualizes teachers who are qualified and competent in performing their duties (NCS 2003, DoE). Furthermore, Bennett; Dunne and Carre, (2000:14) make a case for trained and committed teachers to increase the development of a highly skilled workforce. Explicit standards for teaching and learning, as stipulated in the IQMS and coupled with heavy pressure to provide tangible evidence of success, have reaffirmed the importance of instructional leadership (ELRC, Resolution No. 8 of 2003; Larry, 2003:1), and points to the crucial role of HoDs as instructional leaders, as set out by the PAM in the ELRC Resolution 8 of 1998.

Bush (2008:xii) maintains that the main function of schools is to promote teaching and learning. Instructional leadership is predicated on the assumption that collaboration between teachers and HoDs is required for improving teaching and learning in schools and for creating learning organizations (Hoy & Hoy, 2003:xi-1). They assert that instructional leaders need to engage teachers in conversations about learning and teaching. HoDs as instructional leaders should provide leadership and direction for their subjects and ensure that they are organized to meet the aims and objectives of the school. Following the same line of thought, Bush and Glover (2002:10) believe that instructional leadership focuses on teaching and learning as well as on the behaviour of teachers in working with learners, whilst for Ling (2003:75) it is mainly concerned with “achieving quality learning for all learners”. According to Kruger (2003:206), it occurs when direction, resources and support are provided to both teachers and learners with the aim of improving teaching and learning: “good instructional leadership is the path to good teaching and learning and instructional leaders ensure a sound culture of learning and teaching in their schools at all times”. For Gupton (2003:32) it is the “direct or indirect behaviours that significantly affect teacher instruction and, as a result, learner learning”, and for Southerwood (2002:79) it is “…concerned with teaching and learning, including the professional learning of teachers as well as learner growth.”

From these definitions, one can conclude that instructional leadership includes a deeper involvement in setting goals, allocating resources to instruction, managing the curriculum, monitoring lessons, and evaluating teachers. In a school context, a
narrowly focused definition emphasizes those tasks that are directly linked to leading on curricular matters, supervision teachers, and staff development.

Quoting from The National Association of Elementary School Principals (2002:6-7), MacNeill; Cavanagh and Silcox (2003:4) sets out six standards to which instructional leaders should adhere:

… leading schools in a way that places learning at the centre; setting high expectations for academic and social development of all learners and the performance of adults; demanding content and instruction that ensure learner achievement of agreed upon academic standards; creating a culture of continuous learning for adults tied to learner learning; using multiple sources of data as diagnostic tools assess, identify and apply instructional improvement; and actively engaging the community to create a shared responsibility for learner and school success.

It is thus evident that instructional leaders should put learner and teacher learning at the centre of their leadership (Du Four, 2002:2). Emerging from the above views, instructional leaders can be perceived as leaders with knowledge about teacher and instructional effectiveness, clinical supervision, staff development and teacher evaluation. According to Harris et al. (2003:2), effective instructional leaders must be able to “build the capacity for improvement through working collaboratively and through building professional learning communities within schools.” Instructional leadership becomes a moral issue because it is directly concerned with the quality of teaching and learning at schools, therefore effective teaching and learning depends upon the ability of instructional leaders to assist, motivate, inspire and support teachers.

In this study the focus of instructional leadership will be on three key skill clusters of HoDs that have a direct link to the quality of teaching and learning:

1. Leading the curriculum and instructional programme
2. Evaluating and appraising teachers
3. Managing the professional development of teachers.
2.7 THE ROLE OF HEADS OF DEPARTMENT AS INSTRUCTIONAL LEADERS

The central role that principals play in instructional leadership is crucial in the process of building a sound culture of teaching and learning in schools (Loock et al., 2003:42). Gupton (2003:17) and Hayward (2008:10) concur with this but also argue that instructional leadership is not the sole domain of principals. For MacNeill; Cavanagh and Sileon (2003:3), the “effectiveness of schools is highly dependent upon the presence and nature of multi-level leadership”, and should be decentralized and distributed to every part of the organization (Earley & Weindling, 2004:16). The locus of change and appropriate control is shifted to HoDs as central role players in rebuilding the culture of teaching and learning, remembering the teachers’ obligation to provide such quality learning.

While the principals carry the overall responsibility for school improvement, HoDs have the responsibility for securing high standards of teaching and learning in their subjects (Sindhvad, 2009:2-3). They are appointed to assist the principal and have multiple responsibilities in the learning organization. Although Naidu et al. (2008:41-44) refer to principals as being appointed to their position on the basis of professional and managerial expertise and broad knowledge of the educational field, this can equally been said of HoDs. In the view of Osterman (2004:66), HoDs should ensure that the central purpose of the schools’ existence “remains teaching and learning and thus improved learner performance”, and similarly for Dean (2002:26) they should be “...committed to schools’ high performance through supporting their members in the tasks they undertake and create a climate which support learners in reaching their full potential.” According to Earley and Weindling (2004:112), they are the “driving force behind the organization and the key to improving the quality of teaching and learning”, whilst in Du Four’s (2002:12-15) view they are “learning leaders” and “kingpins or the engine room of change and a repository of expert, up-to-date knowledge capable of transformation and energizing learning and teaching.” Osterman (2008:5) views HoDs as “servants of decisions, the assistants of authority and the glue that hold the organization together”.

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From these definitions, therefore, it is evident that the roles of HoDs as instructional leaders in a South African context are wide-ranging, as documented in the Employment of Educators Act (South Africa, 1996) and the Education Laws Amendment Act (South Africa, 2007). However, according to Kerry (2000:27-28), the general instructional role of HoDs is in conflict with other time-consuming duties. These range from management and administration to professional matters, as spelt out in the Employment for Educators Act (1998), which includes their involvement in class teaching, the effective functioning of the department and organizing extra-curricular activities, all to ensure that the subject and the education of the learners is promoted in a proper manner. In line with these legislations, HoDs are also expected to exercise academic leadership; coordinate teaching and administrative matters; liaise between the department and top management; promote the interest of the department; support staff development; and take overall management responsibility for the department (Ling, 2003:74). Some of the key roles of HoDs as set out in the PAM (South Africa, 1998) are to assess and record the attainment of learners; evaluate the work of all the teachers in their departments; and provide guidance and be involved in the appraisal of teachers, all with the aim of improving teaching, learning and management.

Drawing from the above document, the most noticeable thing about becoming an HoD is that there is an ultimate responsibility to influence learning via teachers. He or she has to take up a much greater level of accountability for his/her work and that of others (Harris et al., 2003:2). As instructional leaders, HoDs should thus focus on raising the professional teaching and learning of teachers as well as learner growth in schools (Bush, 2002:10; Kruger, 2003:206; Southworth, 2002:79). The question of knowledgeability and accountability is one with which they need to come to terms in exercising their role, and they should thus accept accountability for teachers’ and learners’ outcome and at all times strive for excellence in teaching and learning (Barnett, Woods, Wise & Newton, 2007:458). Loock et al. (2003:10) posit that accountability refers to the person’s duty to give an account of having successfully executed his or her work in terms of criteria and predetermined standards.
Given that the work of HoDs is “complex and unpredictable”, they need access to a specialized body of knowledge, and the autonomy to able to apply it as they see fit (Mercer et al., 2010:32). Bush (2003:44) also maintains that schools have rules to regulate the behaviour of learners and often guide that of teachers through “bureaucratic devices”. For this reason, education policymakers endorse this assumption and drive the agenda. They continually enact new legislation and set new goals for transforming schools in line with the needs of learners and in response to demands for higher standards and achievement. Examples of these legislative frameworks that should govern the work of HoDs as instructional leaders include:

- The South African Schools Act, 1996 (Act 84 of 1996) Section 16(1), (2) and (3) as amended, states that the professional management of a public school must be undertaken by the educational leaders under the authority of the HoD.
- National Education Policy Act, 1996 (Act 27 of 1996), Section 3(4) and Section 8 mandate the Minister of Education to determine national policy for planning, monitoring and evaluation, to ensure the delivery of quality education.
- National Policy on Whole-School Evaluation, 2001, outlines the system by which the quality of education provided by schools can be assessed.
- Resolution 8 of 2003, The Integrated Quality Management System (IQMS) provides a framework in which to evaluate educator performance and development and enhance the delivery of quality education.
- The South African Council of Educators (SACE) 2000, as the coordinator and endorser of continuous professional development for educators.

As in all policies related to the role of HoDs, their accountability is stressed in the hierarchical system to produce sustainable change in schools. HoDs thus possess the authority legitimized by their formal position within the school as an organization and are accountable to sponsoring bodies for the activities of their institutions (Bush, 2003:37). They are the instructional leaders for teachers and the people who set a
tone for learning within the school (Senge, 2007:15). Based on the education legislations mentioned above, HoDs are seen as having key leadership roles as instructional leaders, providing professional leadership and management for a subject in order to secure a high quality teaching and improved standards of learning and achievement for all learners (Ruding, 2000:3). Kirkham (2005:160), whose views correspond with those of Ruding, explains that HoDs have a responsibility to secure high standards of teaching and learning in their subjects. Similarly, for Earley and Weindling (2004:115) the key areas of accountability of subject leaders are: strategic direction and the development of the subject; teaching and learning; leading and managing the staff; and the efficient and effective development of staff and resources. In addition, Kruger (2003:206-207) stresses that the role of HoDs is to provide assistance, support and advice to teachers in order to facilitate professional growth, therefore, they must ensure a sound culture of teaching and learning in schools at all times.

From the five functions generally typifying the instructional leadership role of HoDs as set out in PAM, the role of an HoD can be broadly categorised as follows.

2.7.1. Managing the curriculum

The core purpose of a school is teaching and learning and the curriculum comprises all the strategies required to achieve this (Davidoff & Lazarus, 2010:22). HoDs should support teachers in managing and co-coordinating the curriculum in such a way that teaching time can be used optimally, as stipulated in the National Curriculum Statement for Grades 10-12 (NCS, DoE:2003). Similarly, Ruding (2000:3) reports that the role of HoDs as instructional leaders is to provide professional leadership and management for subjects. They need to support the teaching programme and provide the resources that teachers need to carry out their task.

Teachers should possess appropriate content knowledge for the creation of meaningful learning experiences. To address this core purpose, Curriculum 2005 was launched in 1997 and implemented in phases in 1998 to create an efficient and
better quality system for education. It was reviewed and a Revised National Curriculum Statement (RNCS) introduced in 2002, aimed at transforming the education system (OECD:2007:46). Armstrong (2003:4) views this curriculum as comprising “decision-making processes and products that focus on preparation and assessment of plans designed to influence learners’ development of insight related to specific knowledge and skills.” The curriculum could be seen as the selected content and learning activities to which learners are exposed by the school, designed with specific lesson outcomes. The RNCS laid a foundation for the achievement of these goals by stipulating ‘Learning Outcomes’ and ‘Assessment Standards’, and spelt out the key principles and values underpinning them (The National Curriculum Statement, 2003). This category relates to the appropriate subject content knowledge the HoD must demonstrate in helping teachers create meaningful learning experiences. It also focuses on their role in assisting teachers to create a suitable learning environment and climate for teachers and learners to participate actively in the teaching and learning process.

Dramatic changes in the education landscape, like those since 1994, have inevitably produced major challenges for HoDs as leaders of change (Loock et al., 2006:1). As highlighted in Chapter 1, researches also show that current staff development practices in curriculum delivery are inadequate to effect meaningful change and that the National Curriculum Statement (NCS) was introduced with little training or development afforded to teachers or educational leaders (Mestry & Grobler, 2002:21; Mestry & Singh, 2007:477). Development of teachers in the challenges experienced in the implementation of the NCS is disconnected from deep issues of curriculum and learning, with the result that teachers cannot control classes and demonstrate poor planning, poor subject knowledge, poor quality learning and a lack of commitment to work. This in turn impacts negatively on the culture of teaching and learning (Ruding, 2000:3).

In response to low morale, teachers have voiced a concern that they have not received sufficient curriculum training (Motshekga, 2009). They experience challenges in the implementation of the NCS, especially on the levels of subject
framework, work schedule and lesson plans. Some teachers do not feel comfortable working with the deeper and more taxing levels of assessment standards because of a lack of content knowledge (Advanced Certificate in Education (ACE), School Leadership, 2009:19). More established teachers are also less open to new ideas and may be more cynical about the availability of time to allow them to reflect on new educational ideas. According to Ruding (2000:16), the following are also causes of under-performance of teachers in curriculum implementation: a lack of the necessary skills to plan and implement the curriculum; a workload beyond their capability; lack of self-motivation and a need for help, support and supervision; and inflexibility in adapting to changes. To these can be added the findings of the Research Report on NCS implementation (2008) for the DoE:

1. A gap between planning and implementation
2. Classroom practices remain unsatisfactory
3. Requirement by some areas, such as assessment and curriculum of further support.

Being accountable for spearheading new developments and teaching methods, the accountability of HoDs in curriculum design is of vital importance. They need to be more focused on the actualities of curriculum delivery for which they are instrumental, as set out in the ELRC (South Africa, 1998). HoDs must ensure the curriculum design and teaching strategies effect the learning of learners positively (Kerry, 2000:88). The responsibility for curriculum planning is thus vested in HoDs and their leadership role is central to successful curriculum implementation. They have the key responsibility of helping teachers to implement the curriculum into meaningful learning experiences and to assess areas of strengths and weaknesses in its development (Larry, 2003:2). Dean (2002:39) maintains that HoDs as curriculum coordinators should display the following responsibilities:

- In consultation with teachers, draw up schemes of work in the subject for which they are responsible
- Ensure that there are adequate resources available for teachers
- Provide the necessary training for teachers on work in the subject or recommend courses where appropriate
• With the teachers, develop systems of recording learners progress in the subject
• Help teachers in the classroom to teach the subject and support any teacher in difficulty.

Kirkham (2005:160) stresses the point that HoDs should provide support that focuses on aspects of curriculum development and foster a school environment that will promote effective teaching and learning. They are also accountable for supporting teachers in managing the curriculum in the following areas.

2.7.1.1 Creation of a positive learning environment

The primary task of a school is to offer instruction in an environment conducive to teaching and learning (ELRC, Resolution 8 of 2003). While the intent of a positive learning environment is critical for teaching and learning, some of the troubling issues existing in schools are bullying, sex, drugs, and alcohol. Furthermore, Smith (2009:20) found that schools were being forced to deal with deaths, fights, gang activity, and weapons in schools, and the South African Democratic Union (SADTU, 2010) has posited the characteristics of South African schools as disruptive learners preventing teachers from teaching; learners preventing other learners from working; learners bullying and intimidating one another physically and verbally; dishonesty and cheating; the widespread use of foul language; and criminal behaviour and pornography on cell-phones in schools. SADTU also found common reasons for learners dropping out of school to include teenage pregnancy and a lack of interest in schooling that resulted in mixing with the ‘wrong crowd’ and failing a grade (The Educator’s Voice, 2010:8).

An environment in which such factors prevail is not conducive for teachers to teach or learners to learn. Teachers feel de-skilled if unable to deal with problems in classrooms (Watkins, 2005:10), and therefore HoDs have the responsibility to assist them in creating a climate in which learning takes place and to work collaboratively and supportively in improving learning in their subjects (Day, 2003:56-61; Ruding, 2000:162). Similarly, Fiore (2004:40) advocates that school leaders, in particular
HoDs, should create a “school culture conducive to learner learning and staff professional growth.” For Kruger (2003:208), the effective execution of the roles of HoDs will ensure the establishment of a positive culture of teaching and learning in schools, which Senge (2006:3,14) refers to such as “professional learning organizations.” Moloi (2005:31) and Fullan (2004:90) concur with Senge, stating that learning organizations see themselves as places designed for learning, whilst the basic assumptions behind a learning environment are that teachers and learners are proactive problem-solvers and learners; creativity and innovation are central to learning; and both individualism and teamwork are important aspects of human interaction. Similarly, Nakamura (2000:11) believes that such an environment is built on mutual respect and trust, one in which for Sallis and Jones (2002:24-25), teachers are brought together by a common interest to share and communicate ideas and expertise, and to solve problems.

In line with these defining characteristics of a learning organization, creating a positive learning environment assumes a focus on shared purpose, mutual regard, caring and integrity. It necessitates HoDs assisting teachers to create an environment in which learners and teachers learn together and are assisted in moving their thinking (Johnson & Taylor, 2006:64). Advocating this idea, Harris and Muys (2005:47-48) believe that the development of such a community depends on three important and interrelated components: firstly, truth among those who are working together; secondly, knowledge of what the issues or tasks are that need to be addressed to move the school forward; and, thirdly, the leadership capacity of (HoDs) to undertake the necessary work in a way that allows modification and encourages reflection. The role of HoDs in this regard, is to create an environment in which learners and teachers learn together and where teachers work together to improve the learning experiences, as illustrated in Figure 2.3 (below) (Sergiovanni, 2007:132).
Leonard (2002:4) elaborates on this model, stating that HoDs should encourage teachers and learners to share their knowledge, contribute ideas, and develop plans for the purpose of achieving educational and organizational goals. Manning and Bucher (2003:159) suggest that for teachers to create positive classroom discipline, HoDs should encourage teachers to be effective teachers, model appropriate behaviour, and use appropriate classroom management methods. They should, according to Burden (2006:3-4), also help teachers to plan lessons designed to involve learners in cooperative learning activities, guide and correct learners' behaviour, and create a supportive classroom. Manning and Bucher (2003:159) refer to the role of teachers in creating positive classroom discipline as "appropriate classroom management", whilst Foley (2000:162) believes that although learners are likely to learn and become better able to regulate their own work in a classroom in which learning is encouraged, this requires effective human relations skills. Learners who are exposed to such classroom environments will develop more competences that are transferable to non-school contexts (Watkins, 2005:5). Jacobs, Gawe and Vakalisa (2000:16) describe such a classroom environment as a "democratic learning climate", in which self-expression is encouraged and protected, and a team spirit between the teachers and learners will prevail. The essence of their point is...
that HoDs must help teachers to create a teaching-learning environment that invites learners to develop. In order to do this, teachers, with the help of HoDs, need first to analyse all the 'situational factors' that might influence this situation (Jacobs et al., 2000:60). Referring to these structural factors, HoDs should focus on the following areas when guiding teachers in creating a positive learning environment:

**a) Learning space:** For teachers to enable all learners to be productively engaged in individual and cooperative learning, consideration should be given to the physical appearance and the layout of the classroom (Ayers & Gray, 2000:2). They need information about classroom design for specific subjects such as Computer Studies, and the Technology classrooms should be arranged so that the groupings of learners facilitate learning. They should also consider the effects of seating and steaming of learners. Meanwhile, the HoDs should monitor the availability of facilities such as science laboratories for experiments, libraries for sources of information for projects, actual space and furniture, and other teaching and learning aids. Classrooms need to be arranged according to the activities that teachers have prepared, thus helping a particular lesson to change from a teacher-centred to a more learner-centred approach. Jacobs et al. (2000:84) maintain that teachers, with the assistance of their HoDs, should create an atmosphere conducive to the teaching of the particular subject. HoDs should also evaluate classrooms in terms of the availability of lighting and ventilation, furniture, and other necessary facilities.

**b) Learner involvement:** Watkins (2005:11) notes that the degree of responsibility given to learners in their own learning is minimal. They are responsible only in the sense that they are expected to complete tasks assigned by teachers and in ways teachers have indicated. For teachers to put learners at the centre of their teaching, they should learners encourage learners to participate actively in lessons, to exchange ideas with confidence, and to be creative (Burden, 2006:2). Learner involvement in this case refers to participative learning, with learners actively involved in the teaching-learning situation. Failure to encourage them to express their own views will result in learners sitting silently while the teacher ‘lectures’ to them.

HoDs should support teachers as they interact and collaborate with learners. In this regard, Hicks, Glasgow and Mc Nary (2005:40-42) maintain that HoDs should help teachers to come to grips with the factors that influence motivation within their
learners and their classes. They should encourage teachers to involve learners actively in learning activities, where they discuss matters in groups or explain them to their peers. HoDs should also encourage teachers to cater for learners who hold different views from theirs, and such learners should be given an opportunity to express and support their views, taking account of differences with regard to ability, attainment, level of motivation, gender, ethnicity and special educational needs (Ayers & Gray, 2000:2).

c) Discipline: Anecdotal evidence confirms that all schools have some kind of disciplinary problems, in some cases with its being of little effect. Notably, not all teachers are successful in creating order and discipline in the classroom. These classes are sometimes handed out to new, even beginner teachers. Even experienced teachers find them a struggle, and they undermine productive learning and teaching. In response to this, Kallaway wrote in the Cape Times (9 September, 2009) that "if the teacher is deprived of the means of enforcing physical discipline in big, overcrowded classes, and does not promote positive learning, there is every chance of an explosive mix." Furthermore, the Central Executive Committee of the Congress of South African Trade Unions (SADTU; 2010:2) claimed that a large number of schools in former blacks-only residential areas were dysfunctional, with a collapse of discipline.

Jacobs et al. (2000:330) firmly believe that HoDs, together with their teachers, should negotiate disciplinary measures with learners from the beginning of the year, before major disruptions occur. Similarly, Rogers (2003:44-45) states that, prior to implementation, HoDs should assist teachers in developing and discussing with learners the classroom rules. These should ideally be minimal, positive and have consequences attached. According to Rogers (2003:41), they should include basic and non-negotiable rights within the class; basic responsibilities that correspond with one's rights; necessary rules that give formal protection to rights and responsibilities; consequences that follow behavioural choices; and support for positive behaviour (Figure 2.4, below).
**Figure 2.5: Class agreement: Behaviour plan (Rogers, 2003)**

To give effect to classroom rules, HoDs should encourage teachers to be effective by being in class on time; check out the classroom environment beforehand example number of seats, lights and chalkboard; have relevant materials, worksheets and writing implements; have work for those with significant learning problems; learn the names of learners early and use it in all situations; have the rules published in a positive way; and go over, with the learners, their basic responsibilities.

**d) Diversity:** Nakamura (2000:17) posits that the increasing racial and ethnic diversity within classrooms has become one of the most significant challenges teachers face. According to Smith (2009:22), schools have to meet the needs of increasing culturally diverse learners. In dealing with diversity in the classroom, teachers should use inclusive strategies and promote respect for individuality. This view is inspired by the Constitution (South Africa, 1996), which provides the basis for curriculum transformation and development. In 2001, the DoE also published a Manifesto on Values, Education and Democracy and identified 10 fundamental values, including democracy; social justice; equality; non-racism and non-sexism;
and *ubuntu*, or human dignity. These are important for the personal development of the school-going population (GDE:2011:11-14), and require teachers to work collaboratively and co-operatively with excluded groups of learners in order to eliminate injustice, exploitation and oppression in the classroom (Mercer *et al.*, 2010:43; SADTU, 2010:2).

HoDs as instructional leaders should help teachers to conceptualize diversity in classrooms in a way that includes a wide range of groups, diverse in ethnicity, religion, language, social class, age and dis/ability (Loock *et al.*, 2006:16). According to Dimmock and Walker (2005:181), HoDs should help their teachers to accommodate diversity and ensure that learners have an equal opportunity to learn and succeed in school. The South African Schools Act (SASA, South Africa, 1996) has legislated for protection of diversity of cultures and languages, as well as the rights of learners and teachers. To create a positive learning environment, HoDs themselves should operate from an ethical foundation that recognizes the right of all to education and fair treatment (*Naptosa Insight*, 2009:3). This must be supported by the core values of respect, trust, responsibility, fairness, and caring (Van der Vyver, 2002:12-26).

Although diversity will create certain challenges for education, its effective handling in schools will depend on the ability of HoDs to create an organizational culture that is more tolerant of different behavioural patterns. In conclusion, Dimmock and Walker (2005:189) suggest that HoDs as educational leaders should develop guidelines for all role-players in the school that will:

- establish a set of practices that demonstrate respect and acceptance of ethnic diversity, as well as language and gender diversity
- redesign instruction and assessment practices built on culture, language and prior experiences
- lead learners to understand and gain knowledge about a variety of cultures and languages
- encourage teachers to examine their own beliefs and foster knowledge of culturally and linguistic diverse groups.
One can infer from the evidence offered that a positive learning environment is an important aspect of a teaching-learning situation, and therefore an important variable to be considered by HoDs as part of their responsibility. Creating, fostering, and sustaining a positive school culture is a responsibility of HoDs, due to the great influence they have on shaping such cultures, and to their classroom management skills.

From the views listed above, it can be said that HoDs have a new kind of responsibility in education, one of creating dynamic relationships between teachers and learners in the classroom, and that this should result in higher standards of academic achievement.

2.7.2 Managing the instructional programme

Although teaching and learning is the core purpose of a school, the South African crisis in education has been blamed in the popular press on poor-quality teaching and learning in state schools (The Star, 2011). According to Kruger (2003:206), a general drive to improve the culture of teaching and learning in recent years is in response to poor matriculation results, lack of learner discipline, low teacher moral, as well as other educational problems in some schools. Based on these views, a dominant belief in educational circles is that the restoration of the culture of teaching and learning is one of the most important factors behind improving the quality of education in South African schools today (Garson, 2000:4). The idea that "good education is the key to everyone’s future" has existed for many decades, and the current age is increasingly dominated by concerns about the quality and efficiency of education (Ehren & Visscher, 2006:51).

Effective teaching and learning in secondary schools thus depends upon the ability of HoDs to motivate, inspire and support teachers in this matter (Muhammad, 2009:13). Similar views were expressed by Hopkins, Harris, Singleton and Watts (2002:3), who purported that HoDs “need to be constantly seeking ways to extend their teaching repertoire” and therefore create situations that guide, support, stimulate, and encourage learning, and focus on models of teaching that generate
high level of learner learning. This emphasizes the fundamental role of HoDs to serve as instructional leaders for teaching and learning, and should enable teachers to work effectively in delivering that teaching and learning (Du Four, 2002:1; Gold, 2000:4; Kerry, 2000:88; Kruger, 2003:206). Furthermore, Anderson and Bennett (2003:7) see the objective of teaching as being to enhance learner attainment through their engagement in the learning processes.

For HoDs to help teachers to create a situation in which learning is encouraged, they need to guide teachers in presenting sufficient information and a variety of learning experiences that allow learners to identify patterns of meaning, whilst providing sufficient time and freedom from threats to allow learners to identify their own meanings and to integrate these with previously existing meaning. They should also provide opportunities for learners to understand the meanings used by others and to work collaboratively to develop shared meaning. As well as acknowledging and building on the learners’ past experiences and prior learning, they must encourage interaction among learners and between learners and facilitators, providing a variety of activities that will accommodate the learning styles of individual learners (Mackeracher, 2004:21-22). Therefore, for teachers to be able to manage the instructional programme, HoDs should engage them in discussions about learning content and teaching methods, and ensure that there are adequate schemes of work and that these are followed. Furthermore, Dean (2002:38-50) suggests that HoDs should ensure that adequate resources are available for teaching the subject and that teachers get the requisite assistance in the classroom.

2.7.3 Learner assessment

Part of the accountability of HoDs is also to assist teachers to demonstrate competence in monitoring and assessing learners’ progress and achievement. HoDs, as instructional leaders, have a statutory obligation to monitor and assess the learners’ progress by means of tests and examinations. They should guide teachers in managing school assessment records and basic requirements for learner profiles, report cards, record sheets and schedules, as set out in the National Protocol for Recording and Reporting for Grades R-12 (DoE, 2005). They should also be familiar
with the use of results to provide support to both learners and teachers, and thus help parents understand where and why improvement is needed.

Assessment is seen in the NCS as a process of collecting, analysing and interpreting information to assist teachers, parents and other stakeholders in making decisions about the progress of learners. As an important part of the curriculum, assessment affords teachers the opportunity to assess how effectively the learners learned, as well as the strengths and weaknesses of the lesson with regard to its aims and objectives. It is important to know at particular times where learners' strengths and weaknesses lie, in order that their learning can be better organized and their potential fulfilled. The outcome of learner assessment should thus be to ensure that a learner's performance improves as a result of it.

Mathula (2004:4) defines assessment as “an on-going process; an evaluation of performance; it includes feedback and communication; and it allows judgment or plan of improvement”. It should provide an indication of learner achievement by ensuring that adequate evidence of achievement is collected using various forms of assessment. Test results, as a form of assessment, can give a teacher important information on learners' progress and it can therefore lead to more effective teaching.

On the other hand, Jacobs et al. (2000:21) warn that assessment of learners' knowledge of learned content is usually a sensitive area because teachers may become engaged in a systematic disempowerment of learners if they are not careful. In addressing these problems teachers encounter during assessment of learners, HoDs should support teachers in the following areas:

**Feedback to learners:** Reporting or feedback is a process of communicating learners' performance to learners, parents, schools and other respective shareholders who have an interest in it. Feedback can take many forms, including oral feedback, report cards, parents’ meetings, school visiting days, parent-teacher conference, telephone calls, letters, and school newsletters. According to the National Qualifications Framework (DoE, 2006), the main purpose of reporting is to
provide learners with regular developmental feedback; inform parents or guardians on the progress of the individual learner; and to give information to schools and district or regional offices on the current level of the learners’ performance. When planning feedback on learner progress, HoDs must spell out to teachers the importance of it being regular (Marzano, 2003:38). The information gathered on evaluation should also inform the planning of teaching and learning activities, as well as intervention strategies.

**Knowledge of assessment techniques:** Assessment should be both informal and informal. Informal assessment is the monitoring of learners’ progress and is done through observation, discussions, learner-teacher conferences and informal classroom interaction. On a regular basis, informal assessment should be used to provide feedback to the learners and to improve teaching. Formal assessment, on the other hand, provides teachers with a systematic way of evaluating how well learners are progressing in a grade or in a subject. Examples of formal assessment may include projects, oral presentations, demonstrations, performances, tests, examinations and practical demonstrations. Whatever form of assessment is used by the teacher, HoDs must ensure that it is appropriate to the age and developmental level of the learners in the specific phase.

Marzano (2003:39-40) advocates that HoDs, together with teachers, establish an assessment system that provides feedback on knowledge and skills on a regular basis. All tasks to be assessed should also be carefully designed to cover the Learning Outcomes (LOs) and the Assessment Standards (ASs) of the specific subject. In all formal assessment tasks, they should encourage teachers to record learners’ performance, as this will later be useful in the teaching and learning process, for monitoring learning and planning ahead. HoDs should be able to guide teachers on the rating codes or description of competencies for the different grades and the number of formal assessment tasks for the respective grades. HoDs must, according to Du Four (2002:2), assist teachers to write specific, measurable and focussed learning improvement goals.
Record keeping: Insistence should be made on teachers having the following records which should be available on request at all times for moderation and accountability purposes:

**Teacher portfolio:** All teachers are expected to have a profile containing all documents related to assessment. These should contain the tasks of assessment; the planning that informs the development of these tasks; the assessment tools used for assessment of the formal tasks; and the records of assessment of all the formal tasks.

**Record sheets:** All teachers should keep a record of the learners’ progress of performance that will be used to justify the final rating a learner receives at the end of each term and year.

**Report cards:** Reporting on the learner’s achievements in the different subjects, a formal report card should be sent to parents once a term (The NCS for Grade R – 12). This report card should give feedback to parents on the progress and achievement of their learners on a quarterly basis. In communicating with parents, the achievement rating in a report should be indicated by national code, percentages and comments which address the strengths and developmental needs of the learners.

In contrast to the above discussion on the management of the curriculum and learning programmes, evidence is needed to prove that learners have learned what was expected (Barker & Searchwell, 2004:61). In this regard, HoDs should guide and assist teachers to test for mastery using a variety of techniques; assess understanding before progressing to the next level; give timely feedback to learners on their assignments; and maintain learners' records, example files, portfolios and assessment documents up to the highest professional level.

2.7.4. Supervision of teachers

In ensuring that teachers receive guidance and support to enable them to teach as effectively as possible, supervision has as its aim teacher growth and learner learning, as set out IQMS in the Employment of Educators Act (South Africa, 1998). IQMS therefore lays the basis for a new, strengthened integrated national plan for teacher development. The intents of supervision are formative, that is concerned
with developmental approaches that enable teachers to learn from analyzing and reflecting on their classroom practices. The intents of supervision are also summative, targeting the assessment of professional performance of teachers prior to a final judgment or rating (Zepeda, 2007:29). According to Sullivan and Glanz, (2006:44), supervision should therefore be collaborative, collegial, and democratic, and should be discussed with the teachers. Agreement is to be sought on what the support will be, how long it will last, its specific objectives and what will happen after that. Whatever the intent of supervision, it must have elements of teacher appraisal and assessment and the professional development of teachers, aiming at the improvement of their teaching abilities (Gunter, 2001:110).

2.7.4.1 **Teacher appraisal**

In order to maintain minimum standards of competence, all teachers should be subjected to appraisal, the primary purpose of which, according to Mercer et al. (2010:114), is to improve learners' outcomes or teaching quality. Teachers need training and support to overcome difficulties they encounter while developing common outcomes, writing common assessments, and analyzing learner achievement data. For van Deventer and Kruger (2003:250), the aim of staff appraisal should be the improvement of teachers' teaching abilities with a view to professional development. While one can accept that teacher expertise is an important determinant for learners' achievement, attempts have been made by the DoE to place appraisal within the South African context (Mathula, 2004:3; Mestry, Hendricks & Bischoff, 2009:475). In response to the many requests for more performance proficiency statements, the ELRC agreed to the implementation of a new combined instrument, named the IQMS (Barker & Searchwell, 2004:xiii). The purpose of developmental appraisal is therefore to help every teacher to keep growing and leaning through professional development. Seeing that knowledge is the primary tool for the exercise of power for HoDs as instructional leaders, they should help teachers to perform their primary task.

The power dynamics that underlie any appraisal system need to be acknowledged by HoDs as schools will function better if the performances of teachers are
systematically managed. It is therefore incumbent upon HoDs, who are appointed in their positions on the basis of their knowledge, to develop staff appraisal systems and strategies for teachers in their departments (Bush, 2003:58). This idea is supported by Byars and Rue (2000:275), who view performance appraisal as a process to determine and communicate to teachers how they are performing in their jobs and establish a plan of improvement. Performance appraisal should thus address the following questions: Where are we now? Where do we want to be? and How does the employee go from where he or she is now to where he/she wants to be? Appraisal has as its purpose evaluation from which both the teacher and the school will benefit.

Although formal appraisal has been mandatory in South Africans schools (IQMS), tensions persist among teachers and HoDs who are adamant about the purpose of appraisal and its authenticity. Although the performance standards inherent in the IQMS create a foundation for the knowledge and skills needed by teachers, they lack the process of reflection. Therefore, according to Mboyane (2004:4), HoDs do not display initiatives to implement IQMS as a tool for teacher appraisal because of the following:

- Resistance by different unions to training in the field of IQMS, and most of what training there is being once-off.
- Lack of insight into IQMS by facilitators and the poor leadership of school management teams, including HODs
- Insufficient resources in previously disadvantaged schools.
- Low morale of HoDs, due to their poor working conditions and their inability to deal with massive policy changes.
- Unilateral decisions being taken by the DoE on IQMS.

According to Dean (2002:129), the opinions of teachers are not sought, even when their performance is directly concerned. They do not cope with demands placed upon them, which include the conditions of service and the challenges of the curriculum. The implementation of IQMS is infrequent and insubstantial, meaning that it consists of once-off visits from HoDs with little follow-up support and so does not match the needs of teachers (Dean, 2002:129). Loock, et al. (2003:74) have pointed out some of the errors in performance appraisal:
**Leniency:** HoDs group rating of the teachers' performance at the positive end instead of spreading them throughout the performance scale.

**Recentness:** HoDs base the appraisal of teachers on work performed most recently.

**Halo effect:** An HoD allows a single prominent characteristic of a teacher to influence his or her judgment on each separate item in the performance appraisal.

### 2.7.4.2 Evaluation of teachers

The accountability and professional support to confront individual teachers or teams of teachers who failed to fulfil their responsibilities fall to HoDs (Du Four, 2002:2), who are accountable to line managers for the quality of the work of teachers in their respective departments and have the ability to direct their actions (Bush, 2003:58). Their role, according to Gunter (2001:110) is to monitor and evaluate the quality of teaching and learning in their schools. They must evaluate teachers by concentrating on the quality of curriculum attainment, teaching and learning and systems for assessing programmes, as set out in the PAM document. Mathula (2004:4) refers to such development as “an evaluation of performance planned for improvement” and can be seen as “empowerment” (Loock et al., 2003:10), which creates a managerial expectation that they would monitor their colleagues through formal observation. James Athanasou in Foley (2000:81) also concedes that: “evaluation is especially relevant in education and training in order to ensure that the needs of learners are being satisfied; that the instructional approach is efficient; and that the most effective learning methods are being used.” Based on this view, evaluation of teachers is consistent with the improvement of instruction (Zepeda, 2007:32). Through teacher evaluation, HoDs will give teachers input about their performance and ensure that proper standards of practice are being employed. It also helps teachers to learn how to increase their own capacity to achieve professional learning goals for their learners, thus helping teachers to think critically about what they are doing. It is a natural response to improving any learning and instruction.

Teacher evaluation will therefore provide the HoD with valuable information, indicating how successful teachers were in meeting an agreed upon standard.
According to Peterson (2000:4-12), during teacher evaluation, HoDs should pay attention to the following directions:

- Emphasise that the function of evaluation should be to seek out, document, and acknowledge the good teaching that already exists
- Use good reasons to evaluate
- Place the teacher at the centre of evaluation activities
- Use more than one person to judge teacher quality and performance
- Limit administrator judgment role in teacher evaluation.
- Use multiple data sources to inform judgments about teacher quality
- When possible, include actual learner achievement data
- Use variable data sources to inform judgment
- Spend the time and other resources needed to recognize good teaching
- Use research on teacher evaluation correctly
- Use results of teacher evaluation to encourage the development of a personal professional dossier.

While evaluation of teachers is increasingly being recognized by HoDs as one of their responsibilities, many were reluctant to hold teachers in their departments accountable for what happened in the classroom. While visiting teachers in their classrooms, HoDs experience difficulties in drawing the line between observations that have an evaluative intent and those that are part of professional support systems. As pointed out by Barnett, Woods, Wise and Newton (2007:458), the tension between monitoring and professionalism has to be acknowledged and resolved by HoDs. Teachers also believe that receiving advice undermines the norm of equality by implying status differences and obligations. Trade unions are also unduly obstructive and HoDs, as part of senior management succumb to the pressure of unions. The result is a climate in which the idea of monitoring and evaluation teachers as part of the formal accountability of HoDs tends to be viewed by teachers as unacceptable (Barnett et al., 2007:458).

It is important that HoDs create specific occasions of formal evaluation because it allows teachers to reflect on their own learning and performance (Hopkins et al.,
According to Barker and Searchwell (2004:97), this can include pre-observation, observation, and post-observation, used to identify the activities needed to help teachers meet their learning objectives (see Appendix D). Contrary to this model, Du Four (2002:12-15) advises that HoDs, during the pre-observation conference, meet with teachers individually and ask that they talk them through the lesson they would be observing. Questions to be asked by the HoD should include: What will you teach? How will you teach it? What instructional strategies will you use? What instructional material will you use? During classroom observation the HoD observes and consults with teachers to discuss problems as well as successes of these teachers. During the post-observation conference, the HoD should reconstruct the lesson from his/her notes and those of the teacher, together with the teacher. They should look for patterns or trends in what the teacher has said and done, and discuss the relationship between those patterns and the learning outcomes. HoDs should ask teachers what they might change in the lesson before teaching it again. Together with the teachers, they would write a summary of the classroom observation and the post-observation discussion, offer recommendations for effective strategies, and suggest ways in which the teacher might become more effective.

Several questions to be asked by HoDs considering evaluation should include: Why should evaluation take place? What should be evaluated? Who should be involved in the evaluation? When and how often should evaluation take place? How should the evaluation be pursued? As Everard et al. (2004:88) suggest, HoDs should pay attention to the features of constructive appraisal which include: objectivity, where the criteria for effectiveness is agreed on prior to a constructive discussion with teachers; willingness to listen, meaning that the HoD’s approach should not be to tell teachers what is right or wrong, but to ask for the teachers’ views first; openness to criticism, where HoDs listen to any criticism and use it a basis for empowerment; counselling not judgment, which allows teachers and the HoD to think of ways to improve the situation or results; and action planning, where new objectives and development plans are carried forward, and reviewed at the next meeting.
2.7.5. Staff development

According to Mestry et al. (2009:475) and Craft (2000:10), the single most significant reason teachers should be professionally developed is based on the conviction that the quality of teachers influences the quality of the learners' experience and achievement in a positive way. Staff development focuses on the professional learning of teachers and the establishment of classrooms as an important centre for teacher development (Hopkins et al., 2002:77). Dean (2002:4) therefore believes that staff development demonstrates the school's commitment to develop all teachers effectively and to ensure job satisfaction. National and local accountability standards have thus placed enormous pressure on HoDs to achieve high academic standards for learners through developing teachers in their departments. The success of staff development depends on the knowledgeability of HoDs in managing and developing teachers and the support they give to teachers. Staff development, also seen as teacher appraisal, teacher evaluation, performance management and performance review, has as its goal the examination of teacher's performance.

Chikoko (2007:25) reports that several elements have come together to prompt education systems to recognize the necessity for ongoing, career-long professional development for teachers. These elements include widespread curriculum reforms that emphasis active learning and teaching change. A second element is a growing realization of the central role that teacher quality plays in improving educational quality. The third element is the declining quality of education as a consequence of rapid growth and expansion of education in the absence of sufficient human resources. HoDs should therefore take cognizance of the fact that the teachers' initial training is not always adequate for effective instruction. The widespread quest for quality education and the urgency to improve learner achievement thus enhances the need for competent, qualified and dedicated teachers, as envisaged in the NCS (GDE, Circular 18, 2007). Such teachers are self-directed in their learning, continually keeping themselves abreast of the knowledge base and seeking to expand their own knowledge. Smith (2009:10) supports this view, stating that the growth and development of learners are directly related to the growth and development of teachers. Beerens (2000:6) also concedes that teacher expertise is an important determinant of learner achievement. Staff development is thus central
to instructional change because, as with all professionals, teachers need to grow their knowledge and skills throughout their careers. In this study, teacher development is viewed as a process of stimulating, nurturing, and appraising the professional growth of teachers.

There is a vast amount of human potential among the staff of a school and its release depends on the quality of the HoDs' instructional leadership. The role of HoDs is to motivate this staff so that their potential is unlocked, because it relates directly to teacher effectiveness and learner learning (Smith, 2009:9). This role addresses the central issue of staff development as an area of the HoD's responsibility to harness individual talents for the common good of the organization. HoDs are central to the process of knowledge creation and should create conditions that enable teachers to produce valid knowledge (Sallis & Jones, 2002:40-41). They should focus on teacher development to establish a strong school culture and design systems that enhance and encourage teacher growth (Beerens, 2000:40; Fick & Resnick, 2001:38). Earley and Weindling (2004:15) add that HoDs must be concerned to promote and develop their schools (departments) so that learning generated by the teachers can be effectively utilized. As HoDs entered the leadership roles, they need to create a learning culture amongst educators, and devise a plan for gifts and strengths of each educator to be maximized to promote efficacy in people (Beerens, 2000:19; 24). According to Everard et al. (2004:87), the development needs of teachers may be to improve performance in a current job, requirements for new skills and attitude, and introduction of new method and approaches. Whatever the need of teachers, their professional development is essential (Tobias & Duffy, 2009:345), and the primary task of HoDs, according Sallis et al. (2002:29-30), is to nurture and coach those who have new ideas, skills and technical abilities within their organizations.

At the launch of the Integrated Strategic Planning Framework for Teacher Education Development in South Africa, held in Pretoria 2009, the Minister of Basic Education outlined a 15-year roll-out plan of improved and expanded teacher education, and development opportunities with the aim of improving the quality of teaching and
learning in schools. Addressing the launch, she also said that the competence levels of teachers in subject knowledge and teaching skills was a key variable in the improvement of the schooling system (GDE, 2009:8). To increase the development of a highly skilled workforce, trained and committed teachers are needed, but they need the leadership and support of instructional leaders (Bennett, Dunne & Carre, 2000:14). These teachers are essential in schools and they demand some form of accountability from HoDs for development, so that the culture of teaching and learning can be regained, improved and maintained in schools. Teacher development, according to Usher and Edwards (2007:37-38) implies “raising investment in people and knowledge; promoting the acquisition of basic skills; and broadening opportunities for innovative, more flexible forms of learning”. According to Beerens (2000:7), the reason for developing teachers is to improve teacher effectiveness; to encourage personal growth; and to remediate weak teachers. It is crucial for HoDs as instructional leaders to provide useful learning experiences for teachers in their departments and so promote efficacy in teachers. The demands for quality education require some form of accountability, and all educational leaders, including HoDs, have to be held accountable for their role in ensuring the effective running of their departments.

In this regard, one of the main functions of the South African Council for Educators (SACE) is to promote and facilitate the professional development of teachers through Continuing Professional Teacher Development (CPTD) management system. CPTD is managed by SACE, with the support of the Department of Basic Education (DBE), the nine provincial education departments and education stakeholders, and is being conducted in 145 schools in 13 districts across all nine provinces (DBE, 2010). It is clear that the performance of teachers in schools should be a key issue for educational leaders. These teachers need to be developed to adapt to “ever-accelerating changes” in the educational landscape if they are to make positive contributions to increased school efficiency (Kydd et al., 2003:29). HoDs in particular, as part of the SMT have an important role to play in the professional development of teachers. Through staff development they should contribute to improving the quality of teaching and learning and also improve the overall professional development of teachers (Ruding, 2000:169). Therefore, HoDs are
responsible for providing teachers with the maximum learning opportunity that, according to Illeris in Sutherland and Crowther (2006:21), “makes it possible for adult participants to learn something which they themselves think is important and meaningful.” Du Four (2002:3) concurs with this, stating that the essence of the job of HoDs is to promote teacher learning. As human resource managers, HoDs need to set up mechanisms for nurturing and unfolding educators’ potential in order to enhance effective teaching and learning (Mathibe, 2007:523). They must create and maintain an environment in which learning can take place and design education programmes that respect, support and demand adults to take responsibility for their own learning. HoDs as instructional leaders, according to Hoy and Hoy (2003:1;12) are leaders who promote the success of all teachers by advocating, nurturing, and sustaining a school culture conducive to staff professional growth. They must create situations that guide, support, stimulate, and encourage professional development (Fick & Resnick, 2001:38).

However, Sindhvad (2009:2-3) and Gaziel (2007:19) concur with Fick and Resnick (2001:38), stating that HoDs should create a climate that is conducive to teaching and learning, support and supervise teachers’ work in instruction and classroom management, thus ensuring that effective staff development programmes are operational in schools and that teachers improve their professional competence. According Kydd et al., (2003:58) HoDs must encourage teachers to engage in professional learning through:

- conducting ongoing self-evaluation and reflection on practice using the Performance Standards in IQMS and their reading to evaluate their performance
- accessing knowledge about the school leadership and management through reading and discussions
- undertaking projects in schools designed to allow them to develop and demonstrate practical competence
- discussing their practice with their mentors, peers and tutors
- preparing portfolios of evidence and reflective commentaries on their work which meet terms for competence as defined in IQMS.
These professional development programmes should build on encouraging and complementing self-directed learning. They must be able to incorporate both teaching strategies and curriculum design that demonstrate the need for lifelong learning (Mott & Daley, 2000:14). In general, according Madge (2003:9), an effective professional development programme should be integrated with educational goals to improve education. They should be guided by a coherent long-term plan and be primarily school-based. As well as being continuous and ongoing, they would provide follow-up support for further learning and should be evaluated on the basis of the impact on school development and effectiveness. Madge, Singh and McKay (2004:213-217) emphasise the importance of training programmes being informed by local needs, for instance helping adults to learn throughout their lives. While implementing these training programmes, HoDs should put teachers at the centre, where they themselves are directly involved in analyzing their interests and areas of needs. They would treat adults as equals, whatever their background, expertise or previous experiences, and ensure that learning was context-sensitive, deriving context from expertise and giving teachers the opportunity to apply what has been learnt. Johnson and Taylor (2006:26) indicate in this regard that “humans are explorers and that optimal learning depends on the cycle of curiosity, exploration, discovery, practice, and mastery.” They are also of the opinion that teachers will create lifelong excitement for learning the more they experience the cycle of discovery. Following Johnson’s and Taylor’s argument, it can be said that effective, lasting learning is enhanced if teachers are given the opportunity to make meaning, their existing knowledge is honoured, and their psychological needs are respected. As highlighted in the literature, the evidence is sufficient that HoDs should provide teachers with information on how to develop themselves professionally and evaluate proposed activities on the basis of its relevance and effectiveness.

Hopkins et al. (2002:77) criticize the effectiveness of staff development initiatives and view them as disappointing. Referring to learning programmes designed for teacher development, Mezirow (2000:30) states that these learning programmes should be designed “to help adults realize their potential for becoming more liberated, socially responsible, and autonomous learners.” However, often these staff development have been viewed narrowly, as teachers attend courses, workshops or
conferences that do not address professional development needs of these teachers. Factors that further hamper the development of teachers are conflicting demands on the teacher’s time, inadequate work facilities and equipment, lack of co-operation from others, and unions’ negative perception on IQMS and their “irresponsible action” (*The Sowetan*, 2011:7). Sutherland and Crowther (2006:4) add that these programmes “are limited to narrow forms of instrumental learning for job flexibility,” while Bransford, Brown and Cocking (2001:202) are also opposed to the current teacher development programmes, arguing that teachers are not motivated because they cannot see the usefulness of what they are learning or when they might use that information to do something that has an impact on others. These programmes adopt a "one size fits all" approach, focusing only on changes in teaching practices as the goal. Mercer et al. (2010:142) rightfully state that teachers are vehemently opposed to these initiatives because they believe that the problems they experience in their classrooms are caused by poor working conditions, and not their ability to teach. Brands *et al.* (2002:26-27) criticize these professional development programmes, stating that frequently they are:

- **not learner-centred**: Rather than ask teachers where they need help, they are simply expected to attend prearranged workshops.

- **not knowledge-centred**: Teachers are simply introduced to new techniques without being afforded the opportunity to understand why, when, where and how they might be valuable to them.

- **not assessment centred**: Programmes tend to focus on change in teaching practices as the goal, but neglect to develop in teachers the capacity to judge successful transfer of the techniques to the classroom or their effect on learner achievement.

- **not community-centred**: Many of these programmes are conducted in isolation, thus opportunities for continued contact and support as teachers incorporate new ideas into their teaching are limited.

Based on this initiative, to effect learner achievement, it is important for HoDs to focus their energy on teacher professional development for the delivery of quality teaching and learning. Development should be viewed by teachers as an opportunity to meet with their seniors in order to take stock of their individual achievements.
(Everard, Morris & Wilson, 2004:87). Beerens (2000:7) also stresses this point, stating that the reasons for developing teachers are “to improve their effectiveness, to encourage professional growth, and to remediate weak teachers”. As HoDs are concerned with the professional development of teachers, Beerens (2000:32) further believes that they should seek ways to assist teachers in meeting their individual needs through disseminating appropriate professional growth opportunities.

Referring to the importance of professional development of teachers, Kirkham (2005:153) suggests that time should be set aside for the specific development programmes; that a professional approach to these programmes be adopted, treating teachers as professionals; that a variety of learning opportunities based on experimental learning model should be available; and that contextualized knowledge leads to manageable learning. Rudding (2000:169) and Smith (2009:10) believe that staff development should contribute to improving the quality of teaching and learning; improving the standards of achievement of learners; enabling the school to meet its aims; and filling gaps in, or improving the overall professional development of individuals undertaking the training. HoDs as instructional leaders must search for ways to create a set of norms around teacher growth that enables teachers to teach all learners well (Lambert, Walker, Zimmerman, Cooper, Lambert, Gardner & Szabo, 2003:2). Their role is to support teachers in a lifelong process of personal and professional development by creating “an enabling environment” within which teachers can learn and develop (Davidhoff & Lazarus, 2002: xv). Personnel development involves working with teachers in ways that promote learning skills and a dedication to professional growth and development that fosters professional growth of teachers (Zepeda, 2007:11) and builds their capacity. Bush (2008:104; 130) also advocates the following methods of training HoDs can employ for professional growth of teachers:

**On-the-job training** takes place at school and is regarded as the most effective means of training. It is the simplest form to organize and least costly to operate. Teachers learn in the actual work situation and they learn by doing.

**Off-the-job training** also referred to as ‘in-service training’ includes various kinds of programmes, such as lectures, seminars, workshops and case studies. Usually the
DoE and education consultants will organize and conduct these training sessions. In-service training aims at promoting the professional growth of teachers so that they may be exposed to educational changes and innovations.

**Apprenticeship training,** also describes by Hicks *et al.* (2005:xv) as "the expert-novice mentoring relationship" is a method of training whereby a trainee understudies a master worker for a given period of time or until the trainee acquires the necessary skills. These relationships are designed to facilitate some exchange of information between the HoDs as veteran professionals and teachers. HoDs as knowledgeable apprentices serve as models and critics for the apprentice teachers, who take on increasingly complex and difficult tasks as their skills accumulate. This can be done in small study and support groups, in peer interaction, and in structured systems of coaching and supervision that is individually tailored.

Therefore, when teachers and HoDs meet to discuss performance needs, there should be, according to Everard *et al.* (2004:87), agreement on action to improve the performance of teachers; improve working relationships; and develop the individual’s career. In developing a performance improvement plan, Loock *et al.* (2003:74) suggest that the plan must have the following pointers:

- Teachers must be allowed full participation during the interview
- When setting specific performance improvement objectives together, better results will be obtained than a general discussion loaded with criticism.
- Discussing and solving problems that may impact negatively on the teacher’s job performance will improve understanding and performance
- The more the teacher perceives that the development is tied to organizational rewards, the more beneficial the interview will be.

If the quality of teaching and learning and, ultimately, the culture of teaching and learning are to be improved, the development of teachers is necessary. It is therefore important for HoDs to involve all teachers in the planning for and monitoring of their performance. HoDs should, as Dean (2002:12) states, emphasise the support elements in appraisal and development rather than the judgemental elements. In sum, whenever HoDs engage in staff development, evaluation and appraisal of teachers, it must accomplish three things as Isaacson (2007:108) claims. Firstly, it
must be practical for everyone, secondly, teachers' time must be valued, and lastly, it must support a school-wide goal.

2.8 FACTORS TO BE CONSIDERED FOR EFFECTIVE INSTRUCTIONAL LEADERS

Hicks, Glasgow and McNary (2005:xi) are of the opinion that, when people become good at a task it is probable that others will see value in their expertise and try to model what they do. A particular part of the leader's job, according to Loock (2009:13), is to set the psychological tone of the organization by displaying and promoting desirable attitudes, values and beliefs that are the building blocks of organizational culture. As educational leaders, HoDs are expected to be leading professionals and to act as exemplars to teachers in their departments and other colleagues. Similarly, Day (2000:59) states that the job of these leaders is to "manage changes with integrity and skills," thus implying that the primary is to develop a conducive environment in which people will be motivated to work effectively to achieve the goals of the organization. Successful leaders not only set direction, organize, monitor, and build relations with the school community, but they also model values and practices consistent with those of the school.

Given that leadership is value-driven, HoDs as instructional leaders need to be clear about their own values and how these are demonstrated through the culture of the organization (Kydd & Newton, 2003:1). They should fulfill their role through leading by example to demonstrate good practice by being a lead learner. In support of this statement, Zepeda (2007:21-22) refers to the notions of which instructional leadership of HoDs can improve the culture of teaching and learning in schools. This includes the following.

2.8.1. Collaboration and Collegiality

HoDs who are dedicated to fostering the conditions for improved instruction promote collegial relationships with and among teachers and learners. As define by Kydd and Newton (2003:145), collegiality refers to the interpersonal relations, including
teamwork, cooperative ways of working, consultation and interdependence and support among colleagues. The importance of collegiality is that team members possess a variety of expertise, skills, personalities and abilities that complement one another and create a task-related team dynamic.

While one can accept Kydd and Newton's (2003:145) view of collegiality, teams are not always successful, as experienced by La Fasto and Larson (2001:xii), according to whom team members can be either collaborative and easy to work with, or dysfunctional and counterproductive, thereby diminishing and even ruining the team effort. Team leaders can either help or hinder a team’s performance. As Watkins (2005:35) states, collaboration is about “bringing something compatible together and working to find a common ground”. Effective collaboration starts with the ability of HoDs to share and delegate their responsibilities with teachers in the group. As instructional leaders, they should be willing to exchange ideas with teachers on solving situations in the classroom or encouraging them to work on unfamiliar tasks with which they are unfamiliar and try new teaching strategies.

HoDs could also exercise collegiality by encouraging teachers to plan lessons together, brainstorming ideas, and peer coaching, followed by reflection and dialogue. Loock (2009:51) points out that such a collaborative relationship exists when HoDs and teachers make joint decisions during subject meetings; when HoDs and teachers together resolve a problem by identifying the gaps between the actual and desired state of affairs and determining the causes; and when HoDs, together with the teachers in their department, resolve problems by making a decision after consultation with the relevant stakeholders. A collaborative school culture with shared leadership and professional networking holds the best prospects for the development of teachers’ knowledge and beliefs (Kydd & Newton, 2003:124).

2.8.2. Mentoring

Mullen (2005:1) views mentoring as an educational process focused on teaching and learning which aligns itself with human performance and institutional reform. A characteristic feature of HoDs as instructional leaders is that they are effective mentors who assist in different ways to enhance teachers’ learning in schools.
(Gunter, 2001:128). Jacobs et al. (2000:24) also describe a mentor as someone who “is always there for the protégé to turn to if and when the need arises and always develops a genuine interest in the welfare of the protégé”. Specific areas of concern include career readiness, group creativity, leadership responsibility, policy initiatives, reflective practice, staff development, learner learning, and teacher evaluation, to name a few. Inherent in mentoring is thus the capacity that an HoD has to help others. It is concerned with learning and the development within a trusted relationship, when teachers try to approximate the skills by using them with the HoD observing and offering support.

HoDs as mentors should provide a scaffold for teachers, and avail appropriate forms of guidance to enable teachers to master the new skills and knowledge for themselves. As mentors, HoDs become facilitators of learning, tracking progress, building collaborative learning environments, encouraging reflection and continually assessing the intellectual growth of teachers and learners (Kydd et al., 2003:38). Therefore, according Hicks et al. (2005:27-184), it is important for HoDs as mentors to support teachers as they interact and collaborate with learners and to support these teachers as they organize classroom management and discipline policies. They should support teachers in developing strategies for managing the curriculum and, as they develop, use and evaluate learner assessment instruments.

2.8.4. Modelling

Most of what teachers and learners come to know is learnt through observing and emulating the people they admire. This process begins with the HoD modelling the skills to be learnt by teachers and the processes required to complete the task. HoDs who have a responsibility and who are accountable for teachers in their departments should thus model positive features of humanness and a desire for learning. In this regard, Hick et al. (2005:40-52) state that HoDs should communicate classroom expectations for performance and behaviour that are clear and consistent, help teachers to make realistic time estimates during lesson planning, and encourage them to recruit a teacher partner as a peer coach.
2.8.5. Reflection

Professional development is most effectively promoted through the facilitation of problem-solving, when teachers together with their HoDs engage in processes of reflection and knowledge construction. The HoD and teachers discuss what has been learned and generalize about using the skills in different settings. The idea of reflection is echoed by Kydd and Newton (2003:33) when stating:

… through reflection, people are able to make informed decisions, taking into account not only the complexities of the context or problem but also their own tacit knowledge, assumptions and values; the cumulative effort of their personal, social and cultural history which underpins their judgement.

Moloi (2005:85) also concedes that, if HoDs and the staff can reflect on their actions, talk about them openly and correct themselves when mistakes are diagnosed, they will make a meaningful impact on the lives of their learners. Reflective practices thus offer a space for critical thinking.

2.8.6. Personal dialogue

Moloi (2005:80) maintains that dialogue is concerned with open communication in which teachers exhibit a desire to improve their practices. As instructional leaders, HoDs should use dialogues in their departments to construct a better, deeper understanding of colleagues and learners. As a meaningful tool to exchange ideas and understandings (Watkins, 2005:35), HoDs should therefore afford teachers the opportunity to express their own thoughts in subject meetings, encourage teachers to understand and respect each others’ thinking, exchange and discuss successes and problems they may have encountered in their classrooms and participate in curriculum development activities.

2.9 SUMMARY

Emanating from the literature review on the role of HoDs as instructional leaders it is clear that they play a central role as instructional leaders. One can assume that, from the literature review, that HoDs’ key role as instructional leaders is to ensure that effective teaching and learning takes place in schools at all times. In investigating the
areas of knowledgeability and accountability of HoDs as instructional leaders, the following key tensions were identified repeatedly in the literature, namely, managing the curriculum and instructional programme; supervision of teachers, and the development of teachers to improve teaching and learning.

Chapter Three will focus on the research design and outline the researcher's action plan on investigating the problem presented in Chapter One. Employing the generic qualitative research design, this chapter will address the data collection procedures and the instruments used for collecting the data. The research sample will also be discussed as well as the way the collected data was analysed. To ensure the quality of this study, attention will be given to the trustworthiness of the study and the ethical considerations. Lastly, the researcher will report on how the findings will be presented, based on perceptions on the role of HoDs as instructional leaders and the implications for teaching and learning.
CHAPTER 3
RESEARCH METHODOLOGY

3.1 INTRODUCTION
Chapter two focused on the influential role of HoDs as instructional leaders in facilitating an effective culture of teaching and learning in secondary schools. In order to answer the aim of the research, a review of literature was undertaken addressing the following questions:

- What is instructional leadership?
- What is the role of HoDs as instructional leadership in promoting an effective culture of teaching and learning in secondary schools?
- What knowledge and skills are required by HoDs to improve the quality of teaching and learning for learners’ success?

Chapter Three focuses on the design of this study. Using the qualitative design for the planning of this study, it briefly discusses this specific design, data collection, data recording procedures, data analysis procedures, verification steps, and the outcome of this study.

3.2 RESEARCH METHODOLOGY
Research design refers to a plan for selecting subjects, research sites, data collection and data analysis procedures (McMillan & Schumacher, 2001:157). Mouton (1996:107) also defines research design as a set of guidelines and instructions to be followed in addressing the research problem. An investigation on the role of HoDs as instructional leaders in secondary schools and the influence it had on teaching and learning was conducted within an interpretive generic qualitative research paradigm. The researcher deemed this research important because HoDs proved not to understand their instructional leadership role and, in some cases, there were indications of a gap between their administrative responsibilities and their role as instructional leaders. The reason for this decision was because the researcher wanted to gain meaning and understanding of how schools perceived the role of HoDs as instructional leaders (Lichtman, 2006:8). This
view is supported by Denzin and Lincoln (2000:3), who maintain that qualitative research is descriptive in nature. As the primary instrument for data collection and analysis, the qualitative research design also offered the researcher the opportunity to obtain information on the research topic under investigation in the natural settings of the participants (Hummevoll, 1998:402; McMillan & Schumacher, 2001:35, 428; Schwandt, 2001:213). Qualitative design also allows the researcher to use multiple data collection techniques, such as interviews, observations, and document analysis (Lee, 1999:21). From all the information gathered through these instruments, the researcher was able to built theories from the collected data because qualitative research is inductive (Ritchie & Lewis, 2003:2-3).

3.3 RESEARCH DESIGN

In order to examine and explore the phenomena and to develop theory around it, the generic qualitative research design was used. According Denzin and Lewis (2000:3), in a qualitative study, the researcher studies things in their natural settings, attempting to make sense of, or to interpret, the phenomena in terms of the meanings people bring to them. Using this qualitative design, the researcher developed theories derived from the data collected, through applying the following steps (Silverman, 2005:179):

- Categories were developed which highlighted the data
- They were saturated with appropriate cases to demonstrate their relevance
- They were developed into more general analytic frameworks with relevance outside the setting.

The collecting of data involved visiting five selected secondary schools in Ennerdale, where the behaviour of participants were observed, documents analysed, and interviews conducted. By using these 'un-obstructive data collective' strands, all activities were conducted at times that suited the participants, to minimize interruptions in their daily programmes. Copies were obtained of the participants' free periods and their breaks were also utilized. Before the data was collected\(^1\) at

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\(^1\) Although ‘data’ is the Latin plural of datum it is generally treated as an uncountable ‘mass’ noun and so takes a singular verb (Concise Oxford English Dictionary, 2011, Eds. Stevenson & Waite).
these selected schools, the researcher first asked for the approval from the DoE, District D11 South and from the principals of these schools, explaining to them the nature of the research (Creswell, 2009:178). Seeing that the participants at secondary schools’ meaning and understanding of the research question under investigation were important for the researcher, these schools were chosen. The schools were also located within a reasonable distance from where the researcher worked and stayed, which was also financially feasible. The researcher considered and informed the participants about sensitive ethical issues, such as confidentiality of the collected data, guarantee of anonymity, and an assurance that the data gathered would (and shall) only be used for the purpose of the study.

Having explained the qualitative research method, and the specific qualitative design to be used, the researcher focused attention on the data collection procedures, as discussed now.

### 3.4 DATA COLLECTION

According to McMillan and Schumacher (2001:138), data collection involves the specification of procedures to be used in finding the relevant views on the topic under investigation. This view is supported by Leedy and Omrad (2001:94), who define data as a piece of information that any particular situation provides to an observer. Qualitative data collection is the intensive personal involvement and in-depth responses of individuals which secure a sufficient level of validity (Cohen & Manion, 2001:107). Therefore, data collection was carried out purposefully to answer the research question of this study (Creswell (2009:148). McMillan and Schumacher (1997:269) state that the most common data collection techniques used in qualitative research are semi-structured individual and focused group interviews, observations and document analysis. In this study, all three of these techniques were used. A protocol was established for the collecting of data. First, the researcher used three pages and labelled each as follows:

- Page one: Descriptive notes: On this page, the participants’ responses to the research questions were recorded, as were observations.
Page two: Reflective notes: Given that qualitative research is inductive, the researcher recorded personal thoughts based on his feelings and problems experienced during the data collection process.

Page three: Demographic information: On this page, the researcher indicated the time, place, and date of all the activities that took place during data collection.

3.5 SAMPLING

A sample is the whole subset of the population investigated by the researcher and whose characteristics were generalized to the entire population (Bless & Higson-Smith, 2004:84). Walliman (2001:232) describes a sample as a subset of a large population, who are a fair representation, and from whom information is gathered and selected for research purposes. In this qualitative research, purposive sampling was considered more appropriate, because the researcher was able to generalize subjectively according to personal experience (De Vos, 2006:329; Maree, 2007:79). Purposive sampling, according to Cohen and Manion, (2001:79), and Leedy and Ormrod (2001:215), means that participants are selected because of some defining characteristics that makes them the holders of the data needed for the study. In this study, the focus was on investigating the role of HoDs as instructional leaders and determining what implications this could have for teaching and learning in secondary schools. In line with advice from Ritchie and Lewis (2003:59), to cluster the research population geographically, participants were selected from five secondary schools in Ennerdale, Johannesburg South District. This District comprised 65 secondary schools and the five secondary schools selected. The research sample comprised of:

- five principals from the five secondary schools in Ennerdale
- two HoDs at each of the five secondary schools
- selected teachers from these schools.

The meanings or interpretations of these participants were central to the research at hand because there were some commonalities between them in their relationship to...
the research topic. Therefore, the researcher ensured that all the key constituencies of relevance to the research topic were covered (Ritchie & Lewis, 2003:79). Also, by including participants from different age groups it was possible for the researcher to explore the differences in perspective between them. All the HoDs were identified by their principals, based on the training they had received from the DoE, and some were still participating in the training programmes. Most of the principals and four HoDs had also completed leadership training through the ACE programme, which enabled detailed exploration and understanding of the research problem under investigation. Therefore, it is the researcher's opinion that these participants had the most comprehensive understanding of the phenomena and that they had worked closely on matters related to quality teaching and learning.

As depicted in Table 3.1 (below), the participants, especially HoDs, also possessed the richest sources of information the researcher needed for the study (Brewerton & Millward, 2001:82).

**Table 3.1**: Profile of HoDs at the selected five secondary

<table>
<thead>
<tr>
<th>INFORMATION</th>
<th>SCHOOL:A</th>
<th>SCHOOL:B</th>
<th>SCHOOL:C</th>
<th>SCHOOL:D</th>
<th>SCHOOL:E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex: Male:</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Female:</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Race: Coloured</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Black</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age: 25 - 30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31 - 40</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>41 - 50</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>50 &gt;</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Years of teaching:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>6 - 10</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
Before the researcher entered the researched field, an approach to data collection was planned for each instrument, as discussed next.

### 3.6 DATA COLLECTION PROCEDURES

The following data collection instruments were used to gain an understanding of the participants' understanding on the role of HoDs in secondary schools and the implications it had for teaching and learning.

#### 3.6.1 Interviews

The aim of qualitative research is to provide a framework for a subject to speak freely and in his/her own terms about a set of concerns which the researcher brings to the interaction (Silverman, 2005: 44-45). According to White (2000:29), in order to obtain relevant data for the study, it is important for the researcher to talk to the relevant resources face to face, to clear up any misunderstandings immediately. Henning (2004: 50) sees the interview as the means of collecting data by the
interviewer in which respondents are asked questions and their responses are recorded and transcribed at a later stage (see Appendix A). An interview is thus a "purposeful conversation" in which the interviewer asks questions and the participant answers them to obtain information on a particular topic or area to be researched (Brewerton & Millward, 2001: 69).

Based on these characteristics of an interview, the research deemed it important to preserve the original meaning of participants on the research question under investigation (Brewerton & Millward, 2001:73). Given that interviews are flexible and can be used at any stage of the research process, and the availability of the participants is uncertain, it also posed the advantages that participants' questions could be answered immediately and the researcher was able to probe for adequate answer. This, according to Slavin (1992:87), made the data potentially richer and more complete than that which could have be obtained from a questionnaire.

During these interviews, the participants were recorded on audio-tape and extensive notes were taken on discussions of their views regarding their perceptions of the role of HoDs as instructional leaders and the implications for teaching and learning (Creswell, 2009:181-183). Permission was obtained from the interviewees to tape-record the interviews. Qualitative methods such as in-depth, semi-structured individual and focus group interviews were employed as they were useful methods of data collection (Cohen & Manion, 2000:288; Creswell, 2003:124; Lichtman, 2006:8; Maree, 2007:51).

3.6.1.1 The semi-structured interviews

Semi-structured interviews involve, according to Cohen and Manion (2000:148) a series of questions, statements or items that are presented to interviewees to respond to or comment on in a way they think best. According to McMillan and Schumacher (2001:267), a semi-structured interview allows the researcher to alter the interview situation, for example, responses can be probed through follow-up questions, clarification and elaboration, in order to obtain the fullest possible responses from the participants. White (2000:29) concurs with this view, stating that
these kind of interviews aim to understand the perspective of the interviewees and the personal meaning they attach to different situations. The role of the researcher was to register and interpret the meaning of what was said and how it was said. Deeper meanings from the participants were thus sought. For this reason, an interview guide was drawn up in which the researcher pursued predetermined themes, as well as probing for additional meaning on the research topic under investigation (Lee, 1999:63). This guide had general themes, targeted issues, and specific questions related to the research question under investigation (Creswell, 1994: 152).

Semi-structured individual interviews were conducted with the principal to elicit more answers from them on how they perceived the role of HoDs as instructional leaders and the implications for teaching and learning. The interviews were conducted in their offices and eight semi-structured questions asked to these principals (see Appendix A).

3.6.1.2 The focus group interview

According to Morgan (1997:2), the "hallmark" of focus group interviews is their explicit use of group interaction to produce data and insight that would be less accessible without interaction found in a group. Focus group interviews were conducted with two HoDs of the selected five secondary schools in Ennerdale and with selected teachers at the selected schools, to assess their perceptions on the role of HoDs regarding support and guidance in creating conditions conducive to teaching and learning. Seeing that teaching and learning is directly influenced by the HoDs' activities in a school, these teachers were included because they were the best sources in assessing the contributions of their HoDs in creating a learning organization. The interviews were conducted at an arranged venue in the office block of the school and in their classrooms, and the interviews lasted for more or less an hour. Conducting focus group interviews with HoDs assisted the researcher to gain insight and generated data related to the research question. Twenty questions were asked to the HoDs and five to the teachers (see Appendix A). These were intended to prompt an active conversation among participants on their perceptions on the role
of HoDs as instructional leaders. Through these discussions, in-depth information was gathered around the selected themes imposed by the researcher (Lee, 1999:5).

In order to realise the general aim of this study, the questioning patterns for interviews were based upon the following objectives:

- The role of HoDs as instructional leadership in promoting an effective culture of teaching and learning in their schools
- The knowledge and skills required by HoDs to improve the quality of teaching and learning
- Guidelines that could be offered to ensure that HoDs perform their role as instructional leaders.

3.6.2 Observation

Observation was undertaken by the researcher of the everyday actions and interaction of the participants. Being a complete participant, the researcher remained unobtrusively in the background, observing and listening to what the participants did and said in their real school situation (White, 2000:35). Immersion in the setting allowed the researcher to hear, see and experience reality as if from the participants’ perspective (Marshall & Rossman, 1999:106). In other words, the researcher used non-participant (structured) observations and remained detached from the situation, only recording what happened in the social setting (Minichiello & Kotler, 2010:35).

The advantage of being a complete participant was that it allowed the researcher to experience a situation at firsthand, and afforded a better insight when interpreting the data. Observation was undertaken over one week in subject meetings conducted by the selected HoDs, one SMT meeting and one staff meeting of the five schools (after permission had been granted). The researcher also kept mental notes of conversations with participants and jotted them down immediately, while comprehensive notes were made at a later stage. Observations of teachers while engaging with learners was guided by a checklist (see Appendix C).
3.6.3 Document analysis

Document analysis was undertaken to confirm the extent to which the sample complied or did not comply with school policies. The researcher requested the principals of the selected secondary schools to ask the HoDs to share documents in order to determine the extent to which these HoDs interacted with policy documents in executing their roles. These documents included minutes taken in subject meetings, files, school regulations and official documents, such as IQMS reports, and school and cluster reports for teachers and HoDs. Documents also included minutes of staff and SMT meetings, the schools' mission and vision statements, and school improvement programmes, to elicit relevant information on the extent to which HoDs complied with the following roles:

- Knowledge of curriculum and learning programme
- Teacher appraisal and evaluation
- Staff development.

These multiple data collection techniques were applied because they were appropriate to elicit data appropriate to address my research question, meanwhile securing a sufficient level of validity and enhancing triangulation (Maree, 2007:78; Lee, 1999:21). Given that the data gathered through these techniques was taken interpretatively, the researcher induced their meaning through data analysis.

3.7 DATA ANALYSIS

According to Maree (2007:37), an important aspect of data analysis is the decision on how to present the data. Marshall and Rossman (1999:150) view data analysis as a process of bringing order, structure, and interpretation to the mass of collected data. According to Lee (1999:97), the main techniques for analyzing qualitative data involve the applications of sorting, organizing and indexing it. Data analysis was conducted simultaneously with data collection, data interpretation and the writing of the research report. During data analysis the researcher assembled the data to form a coherent whole through writing summaries of what has happened (Coleman & Briggs, 2000:147). The large amount of data was reduced to a meaningful analysis. To form the basis for the research question under investigation, it was coded according the eight steps of Tesch (1990:142-145). To achieve that, the researcher
developed categories or themes to find similar and alternative explanations for the findings.

By using the generic qualitative approach during the data analysis procedure, the themes reflected the data. The researcher persisted in the process of data collection and conceptualization until these themes and their relationship to the data were saturated (Ritchie & Lewis, 2003:201; Silverman, 2005:179). To ensure the accuracy of the research account, attention was also given to the validity and reliability of the study. Different research instruments were employed to strengthen triangulation (Babbie & Mouton, 2001:270-273; Maree, 2007:40; Minichiello & Kottler, 2010:41). The research was also given to a principal at one of the interviewed schools, who had obtained a doctorate for an "audit trail" to validate the accuracy and quality of conclusions drawn from the data. As the findings emerged through the study, the researcher also subjected the research to participants for review, as they were key data generators for the study. A further discussion on the trustworthiness of this study will follow.

3.8 TRUSTWORTHINESS OF THE STUDY

Lincoln and Egon (cited in Schwandt, 2001:258) state that trustworthiness refers to the quality or goodness of an investigation that makes it noteworthy to audiences. The researcher assessed the quality and goodness of the research by using the following criteria, as set out by Bryman (2004:30):

3.8.1 Credibility

The credibility of this study, which parallels internal validity, was concerned with how believable the research findings were. Through credibility, the researcher paid attention to the soundness of the findings pertaining to the influential role of HoDs as instructional leaders on the culture of teaching and learning in secondary schools. To secure credibility, the researcher built trust with the interviewees and explained that the interviews were for the purpose of the study. The interviewer also bracketed a philosophy of life to allow the interviewees to be as free as possible when replying to the questions (Lee, 1999:152). By capturing the views of the participants, the
researcher determined the accuracy and completeness of the study from the participants' viewpoint and not from the researcher.

### 3.8.2 Transferability

Transferability, according to Lee (1999:164), relates to the generalization of the study's inference. As a parallel to external validity, it is concerned with whether the research findings can be applied to other contexts. The research sample consisted of only five secondary schools in Ennerdale, but through this study the researcher was guided by the possibility that the research findings might be generalized to all secondary schools in the province.

### 3.8.3 Dependability

Dependability, which parallels reliability, was concerned with the question of whether the results of the research findings were repeatable and if they could be applied at other times to other researchers. Considering the claims of Bless and Higson-Smith (2004:126), reliability was thus concerned with the consistency of the measuring instruments to produce similar results over time and across different researchers. The researcher used similar questions and similar observation rubrics with all participants at the selected five secondary schools to ensure dependability or replicability.

### 3.8.4 Confirmability

Confirmability, which parallels objectivity, answered the question of whether the researcher had allowed his/her values to intrude to a high degree. To unpack and explore how participants understood the role of HoDs, the researcher ensured that there was freedom from bias in the research procedures and that data and interpretation of the study were a true reflection of what has been investigated (Poggenpoel, 1993:350). In achieving this, the researcher refrained from interfering while the participants responded to interview questions. The researcher also eliminated and minimized personal bias by returning the transcript to the interviewees for errors to be eliminated.

### 3.8.5 Relevance

Relevance in this research study was assured by assessing the importance of the research topic or the contribution it would make to the literature in that field. The
researcher therefore deemed this research important because it could make a contribution to the knowledge and understanding of the role of HoDs as instructional leaders in building an effective school culture.

3.8.6 Triangulation of the data

To investigate the coverage of both the data and the conclusions derived from the data, data was triangulated by the use of multiple methods of data collection and analysis (Creswell, 1994:175; Ritchie & Lewis, 2003:43). These methods were interviews, observations, and document analysis. Triangulation thus added to the credibility of this study by strengthening confidence in the conclusions drawn from the data (Patton, 2002:556).

It was of paramount importance to consider the potential ethical implications of the research process. Ethical aspects as an important consideration in research when dealing with human respondents were also adhered to, as discussed in the next section.

3.9 ETHICAL CONSIDERATIONS

Ethical considerations included obtaining letters of consent, obtaining permission to be interviewed and undertaking to destroy audiotapes (Maree, 2007:41; Ritchie et al., 2003:66-70). In undertaking this study, the following ethical issues were considered.

3.9.1 Informed consent

Informed consent was first obtained from all participants. In doing so, the researcher provided participants with information about the purpose of the study, how the data would be used, what participation was required of them, and how much time would be required for the study. Before tape-recording the participants, they were informed that all audio recordings - would be used for the research purpose only. Participants were not compelled to participate, nor was their freedom of choice infringed (Brewerton & Millward, 2001:63).
3.9.2. Anonymity and confidentiality

Every effort was made to protect the confidentiality and privacy of all participants. Singleton (in De Vos, 1998:28) points out that the principle of confidentiality in research can be violated in a variety of ways therefore, it is imperative that researchers act with the necessary sensitivity. Furthermore, individuals were offered the right to decide when, where, to whom and to what extent they were prepared to revealed their opinions, beliefs and behaviour (De Vos, 1998:28). It was equally important to assure them that, for example, personal questions would remain confidential, so that the readers of the research would not be able to deduce the identity of the individuals (Burns, 2000:20). The researcher also gave the participants the assurance that the data collected would only be used for the stated purpose, that no other persons would have access to it, and that their identity and that of their schools would not be revealed to the public (Bless & Higson-Smith, 2004:101).

3.9.3. The danger of direct or indirect coercion

In this research, the participants were made aware of the nature and purpose of the research and their consent to participate without coercion (Burns, 2000:18; Gillham, 2000:53). The data collected were used in the way that the researcher has described to the participants (Knight, 2002:100). Therefore, participation in the research was voluntary and participants were not forced to divulge certain uncomfortable information about themselves (Bless & Higson-Smith, 2004:100).

3.9.4. The ethic of justice, fairness and objectivity

In this study participants were not deliberately exposed to the misrepresentation of facts in order to make them believe what was not true and by so doing violate their dignity (De Vos, 1998:27). Deception was not warranted in this study, therefore it was extremely important for the researcher to be honest and open (Burns, 2000:20).

3.9.5. Human rights

The researcher respected the participants' right to refuse to participate and negotiate a formal agreement with the participants in which the researcher informed them of their right to withdraw from the research at any time (Bless & Higson-Smith, 2004:100). In an attempt not to deceive the participants, the true function of action during the research was not concealed. The researcher regarded such behaviour as a violation of mutual expectations of trust and disrespect to the participants.
3.9.6. Demarcation of roles

The researcher had a mutual understanding of the roles and interests of the participants (Burns, 2000:22), which necessitated special action to be taken when the individual participants had low social status or were unfamiliar with social research (Mouton, 2001:245).

3.10 REPORTING OF FINDINGS

The data that emerged from the data analysis process will be displayed through a narrative text, and because the qualitative study is naturalistic in nature the results will be presented in a descriptive, narrative form, using thick descriptions to communicate how participants perceived the role of HoDs as instructional leaders and the implication for teaching and learning. To guarantee the participants' and schools' confidentiality (McMillian & Schumacher, 2001:182), the researcher used the following abbreviations when referring to participants and the schools and recording the interviews (McMillian & Schumacher, 2001:182):

- School A (The first school interviewed)
- School B (The second school interviewed)
- Principal at school A
- Principal at school B
- HoD:1 = First head of department at school A (Economics)
- HoD:2 = Second head of department at school A (Business Studies)
- Teacher at school A

The following HoDs were participants in this study as depicted in table 3.2 below:
Table: 3.2. Participants selected in each secondary school.

<table>
<thead>
<tr>
<th>School A</th>
<th>School B</th>
<th>School C</th>
<th>School D</th>
<th>School E</th>
</tr>
</thead>
<tbody>
<tr>
<td>HoD.1 Economics</td>
<td>HoD.1 Life</td>
<td>HoD.1 Geography</td>
<td>HoD.1 Afrikaans</td>
<td>HoD.1 Life</td>
</tr>
<tr>
<td></td>
<td>Orientation</td>
<td></td>
<td></td>
<td>Sciences</td>
</tr>
<tr>
<td>HoD.2 Business</td>
<td>HoD.2 History</td>
<td>HoD.2 English</td>
<td>HoD.2 Mathematics</td>
<td>HoD.2 Accounting</td>
</tr>
<tr>
<td>Studies</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

The final project was thus a construction of the participants' experiences and meanings of the role of HoDs as instructional leaders. This study was deemed important for HoDs, principals and the DoE in addressing the skills needed by HoDs to improve teaching and learning through becoming instructional leaders.

3.11 SUMMARY

In this chapter, a description was presented of the research paradigm, research design and data collection. The qualitative research design allowed the researcher to study the perceptions of educators, HoDs and principals on the role of HoDs as instructional leaders, and the implication for teaching and learning in secondary schools. Approaches to data collection through interviews, document analysis and observations were also discussed. The procedures for the recording of data were explained with reference to how themes were formed from the collected data and it was shown how trustworthiness were enhanced by strategies such as credibility, transferability, dependability, conformability, and relevance.

Chapter Four presents the findings, and is followed by a discussion on the analysed data based on the research study.
CHAPTER 4
THE ANALYSIS AND INTERPRETATION OF THE FINDINGS

4.1 INTRODUCTION

Chapter Three outlined the selected research approaches, research design, data collection procedures and the data analysis techniques underpinning the study. This chapter provides an analysis of the findings on the role of HoDs as instructional leaders and the implications for teaching and learning in secondary schools. Methods on how the researcher will analyse the raw data will also be discussed in this chapter.

4.2 METHODS OF DATA ANALYSIS

According to Bogdan and Biklen (2003:147), data analysis is a process of systematically searching and arranging the interview transcripts and other materials accumulated, so as to enable the researcher to arrive at the findings. Data analysis thus involved working with data, organizing and breaking them into manageable units, coding and synthesizing them. Best and Kahn (2003:259) state that in descriptive data analysis the researcher describes all the important aspects of the study, including the setting, individuals being studied, the views of participants and the effects of any activity on participants.

The role of HoDs as instructional leaders and the implication for teaching and learning in secondary schools was the main focus of this study. The first step in analysing the data was to examine and understand the interviewed data in order to elicit the main ideas contained in the data (Creswell, 2002:267). The analytic tool used to analyse the data was the generic qualitative approach, which according to Henning et al. (2004:115) provides a set of inductive steps that will lead the researcher from studying concrete realities to rendering a conceptual understanding of them. The researcher's analysis of the unstructured data was based on the steps of Tesch (Creswell, 1994:154-156). The researcher first read through all the responses and recorded all the main ideas that addressed the research question.
This was followed by a search for the underlying meanings, from looking at the responses individually and making notes of all topics. A list was drawn up in which all similar topics were clustered according to importance. These topics were then clustered to see if new categories emerged. All the emerging categories were grouped and reduced according to their relation to each other, and coded. All the data that related to each category was put together and a preliminary analysis performed. The result, the following themes or categories, emerged from the data, as illustrated in Table 4.1 (below) (Struwig & Stead, 2001:169).

Table 4.1 Themes and sub-themes from the collected data

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In this study the researcher used semi-structured individual and focus group interviews, coupled with documents analysis and observations as methods to collected data. All principals at the selected five secondary schools, together with purposeful selected sampling of teachers at these schools and two HoDs at each school comprised the participants for this study. The data was presented in a descriptive, narrative form discussed in the next section.
4.3 REPORTING OF THE FINDINGS

Responses obtained from participants enabled three key themes to be identified regarding the role of HoDs as instructional leaders and its implication for teaching and learning. The coding of data was carried out according to the following three identified key themes (see Table 4.1). Data analysis was presented for each theme that emerged from the categories identified in this study as suggested by Brewerton and Millward (2001:173). Evidence will now be presented on the perceptions of the participants on the role of HoDs as instructional leaders along these key emerged categories.

4.3.1 Managing the curriculum and instruction programmes

On the issue of managing the curriculum and instructional programme, most principals expressed their satisfaction for the lead HoDs take in this regard. They indicated that HoDs did take responsibility for their actions, were good role models, knew and understood their departments, allocated resources effectively, and communicated good and provided constant direction to teachers. As pointed out specifically by the principal at school A, HoDs were knowledgeable about the basic requirements of legislation that guides instruction. The following sub-themes emerged from this theme.

4.3.1.1 The creation of a positive learning environment

When teachers were asked what they viewed as a positive learning environment, the replies were many and varied but some patterns emerged. They mentioned the social interaction between learners, the managing of the multi-dimensions of classroom activities, participative learning, and learner discipline. Advocating their views, Watkins (2005:9-10) maintains that, in positive learning environments, the role of the teacher is more focused on learning rather than management. It was also established that all participants viewed the interaction between teachers and learners and the relations in a classroom as crucial for the quality of classroom life and learning. The following aspects of a positive learning environment were therefore highlighted during the discussions:
Learning space: According to Kruger (2003:6), the nature of the physical environment and the availability of facilities and equipment are important elements in establishing a sound culture of teaching and learning. In contrast, while observed teachers in their classrooms, most, if not all of these classes were filled with 40 to 45 learners. There was a shortage of furniture and the physical buildings were poorly maintained. Teachers also found it difficult to organize the physical space or the positive used of classroom space. When asked how they managed to work in such overcrowded classrooms, teacher at School A’s experience was echoed by all other participants:

Although learners are engaged in appropriate activities for most of the time, it is difficult to pay individual attention to that learner who experiences problems. Especially during group work activities, it is difficult to monitor groups’ performances because there is no space for me to move freely around.

When the HoDs were asked whether they were aware of the problems teachers experienced with regards to learning space, HoD. A1 (Economics) responded:

Yes, I feel the pain with them but there is little that I can do to help them. The principal and SGB informed the district about the shortage of classes. They have promised us mobile units to alleviate this problem. Up till today they have not delivered on their promises.

Principal B blamed the district for the overcrowded classes and pointed out that:

In Ennerdale, we have only five secondary schools which must cater for Grade Eights of Eight primary schools. Secondary schools just do not have the space to accommodate all of these learners. The result, the district instructs us to fill our classes to capacity.

As observed, HoDs at most of these schools tried to maintained a culture of teaching and learning through the requisition, utilization, and maintenance of stock such as textbooks and other teaching and learning support materials.

Learner involvement: Most of the interviewed participants were characterized by a collaborative culture that engendered shared goals and mutual support of teachers. Learners had a commitment to learning and most of the HoDs were focused leaders who continually supported and guided collaborative work. The researcher also obtained from documents that were analysed, among others, a well developed
school safety programme. This document obtained from School B reported on how to identify signs of learner abuse and how to address it, physical safety and accidents and the prevention and elimination thereof, and how to identify gang members. Also observed was that gates remained locked during school hours, with strict security measures in place. The responses of all principals in this regard were that they valued the safety of their learners and authorized persons on the school premises.

These learning environments were reflections on what Burden (2006:3) refers to as an environment "where learners feel safe, respected, and valued in order to learn new skills". In most cases learners were engaged in appropriate activities, resources such as learners' textbooks were available, and learning took place in quite safe environments. While analyzing the schools' LTSM policies, it was noted that HoD. B2 (History) and HoD. E2 (Accounting) were members of this committee. As stated by HoD. E2 (Accounting):

*The demand for effective teaching and learning necessitates me to obtain, distribute, and maintain the stock available. I make sure teachers have all the resources that they need to enhance their teaching.*

As lessons were observed, the researcher also noticed that learners were encouraged to make sense of their experiences and become engaged in "generative" rather than "passive" learning activities (Watkins 2005:17). Tasks emphasized learners' thinking, their experiences were seen by teachers as a resource for learning, and teachers were more involved in dialogues of enquiry. To support this claim, Teacher at School B said:

*To make our school work, we maintain a close relationship between the internal and external environment to meet the needs of the learners. Teaching and learning is high on our agenda and learners are encouraged to participate in lessons. I set a bar for learners' performance and then work to ensure that each learner can make it over that bar.*

Some of the teachers also encountered problems in creating positive learning environments where the environment for learning was not stimulated as noticed by HoD. C1 (Geography): …*the poor results at the end of the year are clear indications that some of my teachers experience problems in communicating information to*
learners. There were multiple complex problems that contributed to the learners' poor performance (Redding, 2004:64). In this regard, Teacher at School A stated that absenteeism of learners, late coming, learners who bunk periods, low teachers qualifications, and the low morale of teachers contributed to this problem”. Contrary oh Hoy and Hoy’s (2003:12) advice that HoDs be responsible for assisting teachers in creating situations that support, stimulate and encourage learning, HoD. D2 (Mathematics) replied:

Some teachers do not work up to the set standards and do not meet deadlines. I am not trained to deal with such teachers. I firmly believe that no productive activities … I mean, teaching and learning can take place without the cooperation of all members.

The lack of learner involvement was also blamed on learning barriers learners experienced, as explained by Teacher at School C:

Learning barriers prevent learners to demonstrate learning on their own through tests and other form of assessments. I mean, learners in secondary schools who cannot read? How will they be able to interpret questions? Our school is an English medium school and these poor African learners are expected to be instructed in English. For most of them it is a third or fourth language. How can they really perform?

Teacher at school C viewed teamwork as an important aspect of human interaction and was reinforced by HoD. A1 (Economics) who said: Subject meeting are held regularly to address the shortcomings of these teachers and to improve their skills in classroom management. These meetings give teachers a sense of involvement and ownership and keep them in touch with teachers and learners' performance as they report back on their progress. HoD. B1 (Life Orientation) differed from this input, claiming that:

My work involves a large managerial component combined with a heavy teaching load. If you look at my timetable (HoD showed his timetable to me) … I am given an inadequate amount of non-contact time to carry out my tasks as an HoD.

Although many HoDs expressed the same sentiments, they admitted the importance of helping teachers to involved learners in the learning process. HoD. A2 (Business
Studies) introduced a mentor and mentee system, in which experienced teachers were appointed to help new teachers to address these problems. He added:

*In consultation with the teachers, we draw up schemes of work in the subject, ensuring that adequate resources are available and I try to be available if teachers experienced problems in getting learners involved in lessons.*

**Discipline:** As observed in the classrooms of Teacher at School A and Teacher at School C, they experienced difficulties with learners who behave inappropriately. Much time was wasted on addressing the behaviour of these learners. The teachers expressed their dissatisfaction about learners who resist normal classroom management and learning, as highlighted by Teacher at School B:

*I find it difficult to respond effectively to inappropriate learner behaviour. As you can see (teacher was cross) … they interrupt learning and a lot of time is wasted just to discipline them.*

Teacher at School C experienced the same problem and stated:

*If you reprimand these rude learners (the teacher was pointing to the learners), you are also going to have problems with their rude parents or guardians who refuse to comply with classroom rules. In fact … I am scared to punish these learners.*

Concerning this problem, Teacher at School C and Teacher at School E reported that we stress when we feel unable to maintain an atmosphere in which learners can get on with their work and teachers can teach without unnecessary interruption. HoD. C2 (English) admitted that he was aware of this problem and stated: *Yes … I have teachers who cannot control their classes during teaching time.* When observing reports on disciplinary hearings that were held at school A, the cases included fighting, swearing at teachers, the smoking of illegal substances, and sexual harassment. Asking the principals how they dealt with these cases, Principal at School B responded:

*The process to conduct disciplinary hearings according to the misconduct procedures for learners is difficult and time consuming. Every week the SGB has disciplinary hearings. We cannot expel learners. After a few weeks of suspension, these learners are back and are applauded by other learners as heroes.*
School D used a learners' diary to address all these related issues to unacceptable behaviour, with the punishment associated with it, and each learner was in possession of a diary. School A introduced a 'transgression file' in which learners' misbehaviour was recorded. Their parents were summoned on Fridays, after school, when they were informed about their children's behaviour.

As revealed, the intensity of the disruptive behaviour of a number of learners affected the welfare of their teachers in the sense of productive teaching and learning. Teachers needed help in dealing with learners who did not comply with classroom expectations, as expressed by the Teacher at School A:

*I definitely need training on classroom management … I mean, how to address negative behaviour in my classroom. I spent too much time on disciplining learners for bad behaviour, late coming and not doing their homework. The result, I never finish my year plan in time. I always have to call on other teachers for help and they are not always prepared to leave their classes.*

The need for support was also reflected in Teacher at School A's statement: *We need the support of colleagues, especially HoDs to turn these classes around.* HoDs were fully aware of the concerns of these teachers as reported by HoD A (Economics): *Even experienced teachers find such classes a struggle and such classes are sometimes handed out to new teachers.* There was a great need for HoDs to support teachers in creating a learning environment within their schools, with the intention of promoting high learner achievement. As stated by all the principals, the basic activity of a school is teaching and learning, therefore the basic activity of HoDs should be to enable teachers to plan and deliver that teaching and learning. Most of the teachers interviewed agreed that HoDs supported them in developing positive classroom environments conducive for teaching and learning but would welcome more training on classroom management. This was evident, as expressed by Teacher at School D and Teacher at School E, who stated:

*HoDs help us actively to address negative learner and teacher behaviour in our classes. This help is only offered when HoDs are available. I need training on how to deal with classroom discipline because HoDs are also busy.*
Unfortunately, it appeared that most HoDs were incapable of assisting teachers in this regard. They either did not have enough free periods to support teachers or were not trained to deal with these problems. They were also burdened with administrative duties. According to the Principal at School A, HoDs define themselves as subject administrators rather than as managers or leaders of teachers. To help teachers in dealing with classroom discipline, HoDs addressed these problems with teachers during subject meetings and even, as stated by HoD D2 (Life Sciences): engage teachers in formal and informal meetings to discuss strategies to minimize disciplinary problems teachers encounter in their classes.

4.3.1.2 Knowledge of the curriculum and learning programmes

Ayers and Gray (2000:15) maintain that HoDs as well as teachers must be knowledgeable about their curriculum area, have relevant teaching skills, and be equipped with managerial techniques. From the collected data, it was evident that HoDs considered curriculum delivery as their main responsibility. The type of curriculum knowledge identified by the respondents included conceptual understanding of the subject, pedagogical knowledge, attitude towards the subjects, and the actual teaching practice with learners. To ensure that there was a commitment to high achievement of learners, effective teaching and learning, that the curriculum effectively promoted learners’ achievements, and to secure teachers had a sense of knowledge and understanding of subjects, HoDs set high expectations for learners and teachers. HoDs planned lessons together with the teachers which addressed the needs of learners. In this regard, Teacher at School C responded:

He helps us in developing skills to deliver the curriculum to learners in the most effective and efficient ways possible through the resources available. Support is given to me personally on how to interpret the curriculum, how to prepare lessons, and how to assess learners' performance.

HoDs and teachers interviewed had a strong content or subject matter knowledge and most had majored in the subjects they were teaching. Evidence also suggested that teachers engaged learners in high-level thinking skills by allowing them to
participate in class discussions. During observation of lessons, it was also evident that learners were provided with support until they could perform tasks on their own.

Some teachers simply did not feel comfortable working with the deeper and taxing levels of assessment standards because of a lack of content knowledge. This resulted in a failure to cover the curriculum and the consequences were that teachers in the next grades faced the problems as time was spent on covering concepts from the previous grades. Although Sallis and Jones (2002:24) maintain that HoDs should assist teachers in creating new knowledge and skills that can keep the institution at the cutting edge, it seemed impossible for HoDs to keep up with all the changes and increasing demands upon time. Apart from some of the HoDs who were qualified in their subjects, HoD. E2 (Accounting) did not major in the subject he was appointed as HoD. This was also the case with HoD. D1 (Afrikaans) who complained:

No … although I am the appointed HoD for Afrikaans, History was my major subject. When I came to this school, there was a need for an Afrikaans teacher and I volunteered to help out. Since then, I never have taught History at this school.

Also making made it difficult for HoD to perform their role was a lack of support, as stated by HoD. E2 (Accounting): I need training in how to provide teachers with guidance and support in their work. He added:

These training opportunities never included discussions about learning contents and teaching methods. After training, the work of participants are not reviewed or we are not provided with a report on the review.

HoDs seldom ensured that there was ongoing conversation with teachers as to how the local curriculum and instructional strategies should be integrated into their daily classroom instruction. HoDs encouraged teachers in talks on learners' work that was appropriately challenging and demonstrated new learning.

The responses of the principals also revealed that HoDs are engaged on a regular basis in making decisions related to teaching and learning. AS stated by Principal at School A, SMT meetings were regularly held in which new developments in teaching were discussed. This view was challenged by HoD. E1 (Life Sciences) who said:
We as HoDs are not involved in the drafting of the school’s performance management policies. We know the needs of the teachers in our departments but have little say in their development. The principal and his seniors are running the show in identifying developmental needs and training of teachers.

HoD. B2 (History) also expressed her dissatisfaction, stating: If we have more control over how our work is done, we would be more satisfied and would perform better.

The introduction of so many policies over a relatively short time was also found to be confusing and overwhelming. HoDs reported an increase in stress and emotional turmoil caused by government policies that are inconsistent and rushed, at best. HoD. E2 (Accounting) also blamed this on ineffective teachers being protected by unions: the focus then becomes the legal rights of the teacher rather than the right of the learner to quality education.

4.3.1.3 Learner assessment

According to the School Assessment Plan Circular 41 (GDE:2001), HoDs, as part of the SMT should assure correct and consistent assessment practices, advise teachers on assessment strategies and effectively recording and reporting systems.

On learner assessment, the researcher noticed that most teachers explored the use of rubrics within their instructional practices. Evident to this was the response of Teacher at School B, who said that we develop assessments and specify the standards of mastery for the assessment … [and] assessment provided them with valuable information on the performance of learners in meeting agreed-on standards.

Hence, teachers have a good understanding on the use of rubrics, classroom observations have shown that the use of rubrics in some secondary schools presented some problems. These problems are related to issues of time, class sizes and the clarity of the rubrics’ content. As indicated by Teacher at school D:

It is time-consuming to use rubrics to evaluate each individual learner. Classes are too big with the result assessment does not reflect the knowledge of learners. Assessment takes up a lot of my teaching time.

It was evident from the interviews that teachers needed training, resources, and support to overcome difficulties they uncounted with developing common outcomes,
writing common assessments, and analyzing learners' achievement data. Assessment and assessment standards that regularly measured learner mastery of the content standards were seldom discussed, as reported by Teacher at School B: *If the need arises, a subject meeting is called or, in most cases, these discussions are conducted informally or during class visitations.*

**4.3.1.4 Conclusion**

From this emerged theme, it became evident that HoDs as instructional leaders are central role players in the creation of a positive learning environment in their respective departments. In creating such a learning environment, they have the responsibility of securing high standards of teaching and learning in their subjects as set out in the PAM (South Africa, 1998). Therefore, Du Four (2002: 12-15) rightfully describes them as "learning leaders".

**4.3.2 Supervision of teachers**

HoDs should support teachers having difficulties with their performance (Dean, 2002:26). The job description of HoDs included the monitoring or supervision of teachers. While this expectation was increasingly been recognized by some interviewed HoDs as one of their responsibilities, the overall conclusions were unacceptable, as reported by most principals. Most of these principals complained that their HoDs were reluctant to hold members of their departments accountable for what happened in their classrooms. This was reflected in Principal at School A's statement:

*As part of their accountability, HoDs do not have systems that enhance and encourage teacher growth. Looking at assessment results of learners, the learners' records and work, and the complaints from parents clearly indicates to me that some of my HoDs are not accountable for the work of teachers in their departments.*

Regarding supervision of teachers, concerns were raised by participants on the following issues:
4.3.2.1 Teacher appraisal

Most teachers in secondary schools interviewed supported the idea of teacher appraisal and assessment, as reported by Teacher at school E: *HoDs must take appropriate actions for quality control. They are expected to provide leadership to teachers.* HoDs expressed concern at their involvement in monitoring and evaluation of teachers. Monitoring through classroom observation was seen by HoDs as demonstrating a failure of trust and to be replacing trust with surveillance (Barnett et al., 2000:458). Teacher at School B supported this view: *I view appraisal as judgmental on the teacher rather than a means to further improvement.*

Therefore, most teachers reasoned that appraisal should be carried out by superiors who have the best knowledge of that particular subject. This presented a problem, as stated by Teacher at School C:

> HoDs are not familiar with the processes of IQMS. They only get involved in appraisal when these forms must be submitted to the district. I know, after I have completed my PGP, my HoD never discussed it with me. It stays on paper.

The general concern with appraisal was the lack of transparency. Teachers were vehemently opposed to it because they believed that the problems they experienced in their classrooms were caused by poor working conditions and not an inability to teach.

According to most HoDs, IQMS did not relate to the instructional role of HoDs. Although IQMS addressed the competence teachers should demonstrated, the question remained as to what role HoDs should play in the appraisal of teachers supported by accountability. IQMS covered legal issues surrounding appraisal but the actual execution of the role of HoDs as instructional leaders was not covered (Zepeda, 2007:8). In contrast, HoD. B2 (History) indicated:

> IQMS does not guide us in how to deal with important, burning issues, … example … how to deal with teachers staying absent or coming late to school. Although areas of competencies are stipulated in the IQMS, it does not address how we can implement it.

On teachers’ appraisal, it was evident that few schools had effective appraisal systems and some did not even fulfil the statutory requirements. If present, appraisal
did little to improve the quality of teaching and learning. In most cases, the arrangements for appraisal were not sufficiently linked to the schools' development plans and needs for professional development, as advocated by Dean (2002:1). In School A and School E, no formal appraisal of teachers took place, except when the district required it. The response of Teacher at School was evidence of this: *We fill in forms where we identify our developmental needs ... it is only on paper.* After appraisal, few teachers actually altered their classroom practices as a result as reported by HoD. B2 (History): *Appraisal is time-consuming and the outcomes rarely justify the amount of time involved.* Teachers also felt that their experiences were devalued or ignored. Therefore, if they doubted the relevance of appraisal they would see it as a waste of time (Gravett, 2001:9). As Mercer, Barker and Bird (2010:144) concede, it is unlikely that teachers will be honest about their weaknesses and future expectations if this information can be used to determine their promotion.

For HoDs to create a learning culture with which teachers feel at home, and where their participation is invited and valued, they should ask teachers what their needs are and focus on meeting them. Gravett (2001:10) further states that teachers should be trusted to determine their own learning needs.

### 4.3.2.2 Teacher evaluation

Although Barnett *et al.* (2007:459) view evaluation as a collaborative learning exercise aimed at improving practices, some participants have raised their concerns about it. Teachers in most cases felt negative and cynical about the evaluation process. When asking them why they felt so negative about evaluation and why they were wary about the evaluation process, Teacher at School B answered: *It is difficult for HoDs to ensure fairness. They judge us on our performance before providing meaningful opportunities for development.* Most teachers interviewed were of the opinion that HoDs evaluated them by concentrating on important issues such as curriculum attainment and teaching and learning. This was evident from the statement made by Teacher a School A, who said that:
HoDs perform an important liaison function between central policy and practice. They have the responsibility to evaluate the implementation of these educational policies.

Teacher at school E echoed this sentiment, stating that: **Evaluation is fair because it is based on evidence that was discussed with us. In this way HoDs support us in developing our skills.** Therefore, Dean (2002:12) indicates that HoDs should emphasize the support elements in evaluation rather than the judgemental ones. The process of evaluation of educators needed to be included in the planning process.

HoDs also need to be supported as they assumed accountability for supporting and coaching teachers in positive ways. Causes of underperformance by HoDs were ascribed as lack of the necessary skills and knowledge of instructional leadership, an existing workload that was beyond their capacity, a lack of self motivation, and a need for support in fulfilling their role. Tension between teachers and HoDs, and conflict among staff members also presented enormous obstacles to the HoDs commitment to supervision of teachers. Although HoDs should act as evaluators of teachers by virtue of their position, most of their time was spent on issues such as discipline, the management of resources and other administrative functions.

### 4.3.2.3 Observation of teachers

The basic assumption of most teachers interviewed, using the observation guide, was that they were knowledgeable and capable in carrying out their classroom responsibilities. In this regard Teacher at School A said:

> I personally think that there is no need for my HoD to observe me in action in my classroom. I am an experienced teacher and my examination and test results are always good. What can they teach me? You even get HoDs who never taught the subject before they were appointed. They were teaching another subject. To be realistic, I am the one who is supposed to give them training in subject content knowledge.

HoDs only visited teaches' classes when there had been problems or complaints. In contrast, Brandford et al. (2001:27) state that teachers need opportunities to try out things in their classrooms and feedback is needed on their performances in order to change their practices.
4.3.2.4 Conclusion

Drawing from this emerged theme, it is noticeable that HoDs as instructional leaders have the responsibility to influence learning of learners via teachers. In order to maintain minimum standards of competence, HoDs are accountable to subject all teachers to appraisal and evaluation with the aim to improve learners' outcomes or teaching quality. According to Bush (2003: 58), it is incumbent upon HoDs, who are appointed in their position on the basis of their knowledge, to develop staff appraisal systems and strategies for teachers in their departments.

4.3.3 Staff development

Staff development was the most spoken about concept throughout the interviews and it demonstrated the schools' commitment to develop teachers effectively and to ensure job satisfaction (Dean, 2002:4). Central to the belief of professional development was that improved learning depended on teachers who were knowledgeable about academic content and able to employ a variety of teaching methodologies to help learners master it (Steyn, 2003:6). In this regard, most of the HoDs indicated that they needed to support teachers in the application of new teaching and learning strategies, which was vital to the improvement of the quality and standards of performance in schools. There was also strong emphasis on quality education through professional development and training of teachers in some of the secondary schools interviewed. As sensed in all these secondary schools, they were committed to creating a learning organization in which teachers seek and share knowledge and information, while committing themselves to personal growth. Evidently, they all strived to address training needs so as to ensure high-quality teaching and learning (Loock, 2003:70).

4.3.3.1 The importance of staff development

Although staff development is the primary responsibility of teachers, the HoDs remain important partners in implementing programmes for it. Advocating the claim of Beerens (2000:6), that teacher expertise is important for learner achievement, HoD A2 (Business Studies) acknowledged that time is set aside at our school for specific development programmes. Most HoDs made a case for the need of teachers
to be developed, as claimed by HoD C2 (English): *The reason why teachers need to be professionally developed is because they influence the quality of learners' achievement in a positive way.*

Therefore, to improve the overall performance of learners, the raising of the quality of teachers through teacher development was viewed as essential. Advocated by most of the participants, staff development was important for improving the job performance skills of teachers, and developing the professional knowledge and understanding of teachers in order to fulfil their responsibilities more effectively.

### 4.3.3.2 Nature of staff development programmes

Staff development included many facets and the majority of HoDs interviewed conducted programmes at their school, through a number of activities such as subject meetings, staff development activities, formal and informal classroom observations, and the coaching of individual teachers. These initiatives by HoDs took place in a variety of environments in and outside the formal education and training system (Usher & Edwards, 2007:41). However, these development initiatives were not regarded as ongoing processes of professional development, as stated by Teacher at School C:

> After workshops, nobody is there to follow up or monitor how effective we implement what was discussed. When there is another workshop, we are called again and the same happens.

Development depended on the organizational support and the determination of those in authority to create the opportunities and coordinated teachers' efforts. Staff development should be part of the school culture if it is to be successful (Dean, 2002:11).

### 4.3.3.3 Problems perceived with staff development programmes

Brandsford, Brown and Cocking (2001:61) are of the opinion that teachers will be more motivated when they can see the usefulness of what they are learning and that the information will have an impact on others. Although HoDs were doing their best to implement the performance management system, staff development had some of the same problems as statutory appraisal. Despite all the effort and resources that
have been utilized, the impact of such programmes in terms of improvements in teaching and better learning outcome for learners were viewed as disappointing. In the same vein, Singh and Mc Kay (2004:5) indicate that development is sometimes reduced to knowledge transmission guided by the instructors. This was reflected in HoD B2 (History) statement: *Staff development initiatives do not relate to the work that we are doing.* Teacher at school B and Teacher at school D further responded:

*We fear to be labelled incompetent. Training and development are unpleasant things and it is for children rather than for matured adults. We are never put at the centre of the process.*

These programmes were also not well communicated or understood by teachers, as indicated by HoD. A1 (Economics):

*Our efforts to develop our teachers are not supported by the school at large therefore we find it difficult to encourage teachers to attend these programmes. Most of these programmes are scheduled for after school or weekends.*

Although professional development depended on the commitment of individual teachers, many teachers showed little interest in the quality and development of their subject, and no formal staff development programmes were in place at schools. Although Bennett, Dunne and Carre (2000:16) advocate that much of what is learned should be specific to the situation in which it is learned, it was noted that, if any professional development initiatives were in place, those programmes were not linked to instructional goals, but aimed to promoted teachers' personal, professional development. This was clearly stated by Teacher at School D, who said: *I only attend workshops to get the certificate. After all, if I apply for promotion, these certificates will benefit me.* One can infer from the evidence offered that teachers were not interested in development initiatives in which they could not see meaning (Crowter, 2006:17).

On modelling good practices to enhance teaching and learning, it was evident that most of the HoDs served as mentors for teachers, as reflected in Teacher at School B:
We have a mentee and mentor system in our school. Our HoDs build good relationships with us and they really lead by example and encourage expertise and developmental needs of teachers.

HoD. A2 (Business Studies) added that: Master teachers are appointed to mentor new teachers and HoDs give critical support to low performing teachers. At a glance it appeared that some of the HoDs possessed such skills and demonstrated these to their teachers in classroom management, teacher and learner interaction, instructional support, and the evaluation of learners.

While one can accept Crowter's (2006:4) view that staff development must be an ongoing process to develop new knowledge and skills, it was difficult to support it, because, as my analyses showed, HoDs lacked the time to conducted staff development activities. Staff development had to be filtered into a programme, as reported by HoD. B2 (History):

My timetable is filled by the many demands for administrative functions. The only time available to develop teachers is after school or over the weekends. It is impossible to get them there, especially those who really need support.

Seeing that programmes of staff development could only be conducted after school, these initiatives were time-bounded. It made demands upon HoDs which some were not ready to meet, as reported by HoD. DO (Mathematics):

Looking at my job description, it is clear that I am not afforded the time and opportunity to do what I am supposed to do… I am unclear what is expected of me. The other problem is that I have to fulfil my responsibilities with limited authority.

While observing their timetables, it was also evident that they had a full workload. Instead of placing staff development in different settings, informal as well as formal, most HoDs only concentrated on workshops after school and opportunities that had been offered by the district.

Although Fullan (2004:90) claims that professional learning communities must be created to enhance skills and knowledge of people in the organization, the evidence was insufficient to be conceived, especially considering the conditions HoDs worked under. HoDs realized the importance of staff development but initiatives had no relation to the quality of teaching and learning. As stated by HoD. C1 (Geography), It
is difficult to maintain good relationships with teacher unions. The DoE and district offices also succumbed to the pressing demands of a seven-hour working day for teachers. HoD. D2 (Mathematics) reported:

*When facilitating development programmes for teacher, HoDs need to plan actively and incorporate methods that encourage teachers to link the content of the programme to their actual practices and their work environment.*

This view echoes that of Mackeracher (2004:27), that adults live in contexts in which they must apply what they have learned to practical situations. Teacher at School D said: *HoDs as facilitators of teachers should create a learning environment more familiar and structured to the real school environment and engage teachers in social interaction.* Therefore, HoDs need to design learning activities that provide teachers with opportunities and strategies for handling new materials. Foley (2000:45) elaborates on this idea and claims that teachers, as adult learners, direct their own learning rather than having it directed by others. This posed a challenge for HoDs to create space in which these learning could be develop. Most professional development programmes or opportunities did not provide such feedback, but rather tended to focuse on change in teaching practices as the goal.

### 4.3.3.4 Conclusion

*It is clearly demonstrated by this theme that the most significant reason teachers should be professionally developed is based on the conviction that the quality of teachers influences the quality of the learners’ experience and achievement in a positive way. It is thus the responsibility of HoDs as instructional leaders to stimulate, nurture and appraise the professional growth of teachers because it relates directly to teacher effectiveness and learner learning.*

### 4.4 SUMMARY

In this chapter data analysis of the research findings has been presented. The interviewed data illustrated the complexity underpinning HoDs’ experience and how their role impacted on teaching and learning in secondary schools. There was also a widespread agreement among the interviewed HoDs that their workload was
becoming unmanageable and that many in secondary schools lacked the time for understanding of their instructional leadership role, as argued by Budhal (2000:45). It is thus evident from the interviews conducted with these HoDs that there was a strong need within schools to develop opportunities for HoDs to meet and to develop these leadership skills and abilities.

HoDs, as revealed in this study, needed a great deal of knowledge about managing the curriculum and the instructional programmes, supervision of teachers, and staff development. At the same time, it called for skills of leadership meaning that HoDs as instructional leaders needed to continuously upgrade their knowledge and practice. HoDs struggled to introduce staff development programmes because of the lack of time, their workload, and the negative attitudes of teachers towards development. Their roles consisted of unstructured tasks which ranged from management of resources to learner discipline. Most of them were unclear about their instructional role and competing lines of authority. There was a little accountability in schools, evidenced by the high absentee rate of teachers and the lack or non-existence of staff development. Their administrative responsibilities often allowed them sufficient time for paying adequate attention to their primary responsibilities as instructional leaders, although they should continually support and guide collaborative work among teachers as instructional leaders. This chapter, together with the previous chapters, therefore provides a background for recommended professional development for HoDs as instructional leaders to enhance teaching and learning in secondary schools.

In the next chapter emphasis will be on the discussion and summary of the findings, making recommendations and drawing conclusions, with emphasis on future research.
CHAPTER 5
SUMMARY OF THE FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1. INTRODUCTION

In chapter four the researcher dealt with the analysis and interpretation of data on how schools perceived the role of HoDs as instructional leaders. The discussion presented a description of the results obtained from the research questions asked. Since HoDs as instructional leaders have to ensure that subordinates work together to achieve the school's stated outcomes, they have the right to enforce certain actions within specific guidelines and to act against those teachers who do not cooperate to achieve these goals. This view stems from the notion that there can be no organization without some level of supervision of the activities of those subjected to administrative power (Giddens, 1987:15). On this basis, the organizational implications of the findings were also discussed. Chapter Five will therefore outline the most significant aspects of the study followed by a discussion of the important findings from the literature review and the empirical study. Thereafter, recommendations and suggestions will be offered for further research on how to build and improve on the research findings of this study. There follows a summary on the research conducted to investigate the experiences and perceptions of participants in secondary schools on the role of HoDs as instructional leaders.

5.2. SUMMARY

One of the most important issues facing education in South African schools today is the restoration of a sound culture of teaching and learning. This drive has resulted in acknowledging the key role heads of department as instructional leaders play in the provision of quality education in schools. In view of the complexities of principals, they can no longer take on the role as instructional leaders. The restructuring of schools to empower teachers has resulted in the decentralisation and distribution of leadership, keeping teaching and learning at the centre of all their activities. Changes introduced by legislation as a drive to enhance the culture of teaching and learning in schools have lead to a significant change in the role of HoDs. Their central role as instructional leaders in all the programmes of a school and the impact
they have on the tone and ethos which are conducive to teaching and learning is critical in the process of building a sound culture of teaching and learning.

However, an array of problem issues, criticisms and expectations have surfaced, making the instructional leadership role of HoDs a complex and unpredictable one. Their role has become demanding over time and the work expected from them is increasingly at odds with their own ideas. In the quest for greater efficiency, a gap is created between their administrative responsibilities and the execution of their role as instructional leaders. The great demands made on them as far as their workload is concerned, and the lack of experience and training, further compound the difficulties of executing their role as instructional leaders. They also experience an increase in stress and emotional turmoil caused by government policies that are inconsistent.

Prompted by these problems, this study, located within the generic qualitative research approach, focused on the role of HoDs as instructional leaders and the implication for the culture of teaching and learning in secondary schools. Semi-structured individual interviews were conducted with the principals at five selected secondary schools in Ennerdale, as well as focus group interviews with two HoDs teachers at these schools, reporting on their understandings and perceptions on the role of HoDs as instructional leaders. Important available documents and observations were also consulted and analysed to determine to the extent to which HoDs comply with statutory requirements in executing their role. These approaches were based on the premise that HoDs as instructional leaders play a pivotal role in ensuring the quality of teaching and learning in schools.

Findings show that, while HoDs have a sense of their role as instructional leaders, factors such as rigid educational frameworks and the uneven distribution of power within the schools, hamper their performance. HoDs also seem incapable of functioning effectively in schools as instructional leaders because training is inadequate and inappropriate in the context of current educational reform efforts. These training or professional development initiatives are disconnected from deep
issue of curriculum and teaching. The results also indicated that the administrative responsibilities of HoDs often leave insufficient time for them to pay adequate attention to their primary instructional responsibility, teaching and learning. The findings therefore imply a need for greater capacity building of HoDs focusing on nurturing and unfolding the potential of HoDs as instructional leaders to enhance effective teaching and learning. In essence, the way in which professional development programmes for HoDs are structured and delivered should be re-conceptualised by service providers. Therefore, the findings are important for formulation and implementation of school-based capacity building policies, and for the design of professional development programmes supporting HoDs as instructional leaders.

Since the authority of HoDs is related to their leadership, they automatically possess the power to influence the behaviour of teachers in their departments. Examining the themes that emerged from the collected data, the findings based on the literature study and thereafter the empirical study on the role of HoDs as instructional leaders and the implication on teaching and learning will now be discussed. Important findings emerging from the data will now be presented and recommendations made.

5.3. FINDINGS FROM THE LITERATURE STUDY

Finding 1

Structures are essential for the efficient and effective leadership of HoDs and these structures are governed by rules which regulate the roles of HoDs. These rules, as stipulated in legislative frameworks in South Africa, enable HoDs to understand the reasons for their actions and to give a rational account of them, as well as enabling them to carry out their actions (See 2.2). Structures thus define and determine the levels of responsibilities and lines of authority which are directed towards the goals of an organization. In any school hierarchy, HoDs posses authority legitimized by their position within the school based on their knowledgeability of and accountability for their roles in their schools (See 2.4). Therefore, they have a duty and responsibility towards those over whom they exercise authority.
Finding 2

Although HoDs have little time to devote to their instructional role due to their heavy workload, there is a need to balance their administrative duties with their instructional leadership role (See 2.5.1; 2.5.2).

Finding 3

Schools require effective teachers if they are to provide the best possible education for their learners. The key role of HoDs as instructional leaders is to influence the work of teachers to create a school climate that is conducive to teaching and learning (See 2.7.5).

Finding 4

HoDs as instructional leaders should set the psychological tone of the school by displaying and promoting desirable attitudes. It was evident in the literature survey that HoDs should manage change with integrity and skills and should also be clear about their own values and how these values are demonstrated through the culture of the school (See 2.8).

5.4. FINDINGS FROM THE EMPIRICAL STUDY

The findings discussed below arise from the qualitative data collection and analysis.

Finding 1

One of the most important roles of HoDs is to ensure effective curriculum delivery. They should collaboratively develop different learner assessments with teachers and guide them on how to make appropriate interventions for individual learners based on assessment results.

Finding 2

The HoD has a responsibility for supervising teachers in curriculum delivery. As part of their formal accountability, HoDs should assist teachers to learn from analysing
and reflecting on their classroom practices. They should engage teachers in classroom observations to assess the professional performance of teachers. It was also evident that HoDs should engage teachers in discussions to establish the support teachers might need to improve their teaching practices and to communicate the objectives of supervision.

Finding 3
All teachers should be subjected to appraisal to improve learners’ outcomes and their teaching quality. Whatever form appraisal takes on, HoDs must ensure that the arrangements for appraisal are sufficiently linked to the schools' development plans and needs for professional development.

Finding 4
Staff development was also seen as a crucial role of HoDs to raise the professional teaching and learning of teachers to deliver quality education to learners. All HoDs should serve on the SDT to ensure that there are opportunities created for staff development initiatives which are informed by the needs of the teachers. Therefore, HoDs need special capabilities in instructional leadership, to know individual teachers well enough to suggest particular ways of improving particular aspects of their teaching performance.

Based on the findings from both the literature study and empirical study, the researcher will now make some recommendations on how best to address these findings.

5.5 RECOMMENDATIONS
The essential feature of an HoD as instructional leader is his or her awareness of the social context in which he or she is situated in order to improve teaching and learning. Therefore, being placed in their position because of their ability to do so, they need access to a specialized body of knowledge and autonomy to be able to apply this knowledge. Dean (2002:12) reasons that the instructional leadership function of HoDs is grounded in their knowledge and skills rather than simply the position they hold. Therefore, HoDs as instructional leaders need the knowledge and
skills to support teachers in creating conditions in schools that will enhance teaching and learning.

In the light of this finding from the qualitative data, recommendations will now be offered.

**Recommendation 1**

As part of the HoDs role as instructional leaders is to provide support to teachers in managing the curriculum and instructional programmes, it is recommended that they demonstrate appropriate subject content knowledge to help teachers in creating meaningful learning experiences for learners. As agents of change, this knowledge will enable HoDs to address the challenges teachers experienced in the implementation of the NCS. HoDs should also assist teachers in creating a climate in which learning can take place by working collaboratively and supportively with teachers to improve learners' achievements in their subjects and design classrooms into places conducive to learning. HoDs should also pay attention to the physical appearance of classrooms, the availability of LTSM, plan lessons together with teachers, and encourage teachers and learners to negotiate classroom rules that are minimal, positive and have consequences attached to them. Subject meetings and informal meetings with teachers must be utilized to exchange ideas with teachers on solving situations in the classroom and to try out new teaching strategies. These discussions should also include how to use the different types of assessment, how to record learners' performance in all formal assessment tasks, and how to use assessment of learners to monitor learners' progress in a particular subject, as contained in the National Protocol for Assessment, Grade R-12.

**Recommendation 2**

HoDs should enforce certain actions within specific guidelines and the right to act against those teachers who do not cooperate to achieve these aims. Since their authority is related to their leadership, they must influence the behaviour of teachers in their departments by supporting and guiding them to deliver effective teaching.
They should work collaboratively with teachers and promote collegiality among them to foster conditions for improved instruction.

**Recommendation 3**

It is important for HoDs to engage in teacher appraisal in order to maintain minimum standards of competence as stipulated in IQMS. They should set the tone for appraisal which is transparent and maintain an ‘open-door policy’ by which feedback is provided to the teachers on their performance. It could also take the form of discussions during subject meetings or individual interaction with teachers. HoDs should develop staff appraisal systems and strategies for teachers in their departments after identifying the areas in which teachers need to be developed. Teacher appraisal should focus on the improvement of teachers’ teaching abilities with the view to professional development. The DoE should spearhead the process to put appraisal of teachers in the South African context.

Although HoDs have limited time for teacher appraisal, due to their administrative responsibilities, time should be set aside for teacher appraisal, given that it has been mandatory in South African schools. They should plan their days in such a way that their free periods could be utilized to visit teachers in their classroom.

**Recommendation 4**

HoDs should concentrate on ongoing professional development for teachers, because teachers’ quality plays an important role in improving the quality of education. Teachers need to grow their knowledge and skills throughout their careers, therefore, HoDs must stimulate and nurture the professional growth of teachers. Whatever method used by the HoDs to develop teachers, these programmes should be integrated with educational goals to improve education and follow-up support should be provided for further learning. Therefore, instead of concentrating on programmes that donate a single training event, HoDs should concentrate on a set of courses, individual learning projects, conferences, group
discussions, problem solving activities, case studies, and stimulation exercises. These approaches to staff development should also be characterized by respect, negotiation, dialogue, and cooperation.

Clearly, there is a consensus in the collected data that HoDs experienced problems in fulfilling their role as instructional leaders. This could be ascribed to a lack of training or because they pay too much attention to their administrative responsibilities, leaving them with little time to perform their instructional role. The following section will address this problem by making recommendations for further research.

5.6 RECOMMENDATIONS FOR FURTHER RESEARCH

This research was a reaffirmation of the importance of HoDs to act as instructional leaders to facilitate and ensure effective teaching and learning takes place in secondary schools. This study is only the beginning in exploring the role of HoDs as instructional leaders. Further research is necessary to better understand the role of Deputy Principals and Principals as instructional leaders in supporting the HoDs. This will relieve the HoDs from most of their burdensome and time-demanding administrative duties and will allow them to concentrate on their instructional role. Therefore, the researcher would recommend the following topics for further research:

- Continuing professional development for HoDs
- The development of deputy principals and principals in instructional leadership.

The aim of this research study which was to investigate the experiences and perceptions of participants regarding the role of HoDs as instructional leaders and the influence it has on teaching and learning in South African secondary schools has been achieved. The qualitative investigation showed that the role of HoDs as instructional leaders has a profound influence on the culture of teaching and learning. It is interesting to note that the qualitative data inducted that teachers demand instructional leadership of HoDs to enhance the school climate by raising their morale and increasing job satisfaction. However, instructional leadership is not
without its challenges. Some of the immediate challenges that impede the instructional leadership of HoDs are lack of training and development.

In supporting the need for a re-conceptualization of leadership practice in secondary schools today and a search for alternate and relevant models of leadership for the future, the research highlights that instructional leadership has much to offer secondary schools in South Africa. Instructional leadership is of particular relevance to secondary schools, given that the culture of teaching and learning is not at a satisfactory level in South African schools.

I hope that this study will raise interest and awareness among the Department of Basic Education and policymakers regarding the importance of instructional leadership in successful school transformation.
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APPENDIX A:

INTERVIEW SCHEDULE A

INTERVIEWS WITH PRINCIPALS AT:

SCHOOL A

I: Interviewee

P: Principal

1 I Thank you for affording me the opportunity to have an interview with you. I know that you are a busy person but I can assure you that I will not take up a lot of your time. If it is in order with you, I would like you to reflect on the situation at your school concerning the culture of teaching and learning. Why do you think the press claims that there is a general lack of a sound culture of teaching and learning in some of our schools?

2 P Poor attendance of both learners and teachers is causing a big problem at our schools. Teachers also experience problems in implementing all the curriculum changes and there is no commitment to staff development from the side of the district. In developing policies related to teaching and learning, there is no effort to involve teachers, learners and the community in these school policies and decisions. This really frustrates teachers and learners uh... suffer.

3 I Does your school have a shared vision? Is it fully adhered to by all stakeholders of the school ... I mean, teachers and your senior staff?
If you refer to our schools' mission and vision statement, I would say yes. Yes, but the problem is that not all parties associating with the school buy into our school's vision.

Talking about your HoDs. In fact, they the main focus of my study. How do you induct newly appointed HoDs into your school vision?

Truly speaking, I do not have a structured process for induction. Luckily most of the HoDs are from this school and I assume they know what is expected from them.

Is their any leadership opportunities for HoDs at your school?

Yes, as members of the SMT, I engage them on a regular basis in making decisions on issues relating to teaching and learning. Reporting back on subject meetings are of a very high standard and most, if not all of my HoDs are responsible for one or another committee.

How may of your HoDs are currently studying?

One

Does your school have a school improvement plan and does it make provision for the professional development of HoDs?

Yes… we have a school improvement plan. The aim of this school improvement plan is broadly to appraise teachers to determine their strengths and weaknesses. Seeing that we use HoDs to address the problem areas identified by teachers, little attention is given to the needs of HoDs.
13 I  
*Do you think HoDs are successful in supporting teachers in their departments?*

14 P  
Some of my HoDs still define themselves as subject administrators, looking after teaching resources, rather than as managers or leaders of teachers in their departments. In general, they perform a variety of roles in developing their departments. They are in position of curriculum knowledge and leadership. Seeing that the basic activity of this school is teaching and learning, HoDs strive to enable other teachers to work as effectively as possible to plan and deliver that teaching and learning.

15 I  
*Do you keep your HoDs abreast of the latest developments and initiatives in education? How do you go about doing that?*

16 P  
Yes. We have regular SMT meetings where we discuss circulars and new development in teaching. HoDs have to go back to their departments to inform teachers about these developments.

**SCHOOL B**

1 I  
*Thank you for affording me the opportunity to have an interview with you. I know that you are a busy person but I can assure you that I will not take up a lot of your time. If it is in order with you, I would like you to reflect on the situation in South Africa concerning the culture of teaching and learning. Why do you think that the press claims that there is a general lack of a sound culture of teaching and learning in some of our schools?*

2 P  
Teachers do not have the desire to teach and come late to school or stay absent. They seldom monitor the progress of learners and give feedback that will help learners to understand and accomplish their work. Teaching is perceived by most teachers as another job.
Does your school have a shared vision? Is it fully adhered to by all stakeholders of the school ... I mean, teachers and your senior staff?

Yes. I can say that it is because of our shared vision that teachers and learners are encouraged to share problems and find easy to move forward together. Teaching and learning forms the basis of this school's shared vision.

Talking about your HoDs. In fact, they are the main focus of my study. How do you induct newly appointed HoDs into you school vision?

I do not have an induction programme for HoDs. I only introduce them to the staff during staff meetings.

Is there any leadership opportunities for HoDs at your school?

I afford my HoDs the opportunities to run staff meetings which give me an indication how they run their subject meetings. After these meetings I discuss it with them and guide them in certain aspects they have lacked. It is a wonderful exercise and we learn from each other.

How many of your HoDs are currently studying?

None

Does your school have a school improvement plan and does it make provision for the professional development of HoDs?
Yes. Our school improvement plan enables us to measure our progress and improvements of set standards in all aspects of the school. HoDs as part of the SMT are quite involved in drawing up the school improvement plan and are largely neglected. I depend on the district to address the developmental needs of my HoDs.

Do you think your HoDs are successful in supporting teachers in their departments?

I have a dedicated group of HoDs that always put the learners’ interest first and they reflect a commitment to teaching and learning. They have the ability to drive things along and maintain a good balance of pressure and support. In general, most of my HoDs are knowledgeable about their subjects and are able to employ a variety of teaching methodologies to help teachers in mastering the curriculum.

Do you keep your HoDs abreast of the latest developments and initiatives in education? How do you go about doing that?

Information is photocopied and given to HoDs. They have the responsibility to discuss the information with teachers in their departments at scheduled subject meetings. Minutes from these meetings reflect what was discussed and this is how I monitor if all teachers are informed about developments.

Thank you for affording me the opportunity to have an interview with you. I know that you are a busy person but I can assure you that I will not take up a lot of your time. If it is in order with you, I would like you to reflect on the situation in South Africa concerning
the culture of teaching and learning. Why do you think that the press claims that there is a general lack of a sound culture of teaching and learning in some of our schools?

2 P Poor school results and high learner drop-out rate. Teachers' reliability and punctuality also contribute to a weak culture of teaching and learning and it has an impact on learners' attitudes and discipline. You must know that learners see this behavior and interpret it as acceptable.

3 I Does your school have a shared vision? Is it fully adhered to by all stakeholders of the school … I mean, teachers and your senior staff?

4 P Yes, but it is not communicated to all teachers. Up till today you will find teachers who do not even know what the school's vision is all about.

5 I Talking about you HoDs. In fact, they are the main focus of my study. How do you induct newly appointed HoDs into your school vision?

6 P No, but during SMT- and staff meetings I inform them about what is expected from them. When they need any assistance, I am always available to meet with them.

7 I Is there any leadership opportunities for HoDs at your school?

8 P All my HoDs are in charge of a committee example the admission, playground, and discipline committees. They perform their duties with a high degree of success and I do not even have to intervene. They report to me on a regular basis and I am please with their performance in this regard.
9 I How many of your HoDs are currently studying?

10 P One

11 I Does your school have a school improvement plan and does it make provision for the professional development of HoDs?

12 P Yes, teaching and learning forms the basis of our school’s activities. The SMT together with the SDT develop a school improvement plan at the beginning of the year. This is the time teachers express their concerns, I mean weaknesses and support they need. The school improvement plan is used to monitor the delivery of support in the identified areas. Unfortunately the plan does not really address the developmental needs of HoDs because they are very much involved in implementing this plan. I mostly try to address their developmental needs in the SMT.

13 I Do you think your HoDs are successful in supporting teachers in their departments?

14 P HoDs always make it their duty to keep teachers informed about all developments and initiatives, emphasizing the importance of quality in the school and encourage them to aim high. In fact, HoDs at my school display some good qualities in running their departments. They support teachers in the application of teaching and learning strategies like … lesson planning, evaluating of learners and the recording of learners' performance. They are critical to the success of the school because they are a link between the subject and the learners and keep me informed on a regular basis about developments in their subjects.
Do you keep you HoDs abreast of the latest developments and initiatives in education? How do you go about in doing that?

Whenever information must be shared with the staff, I call a staff meeting to discuss the information.

Thank you for affording me the opportunity to have an interview with you. I know that you are a busy person but I can assure you that I will not take up a lot of you time. If it is in order with you, I would like you to reflect on the situation in South Africa concerning the culture of teaching and learning. Why do you think the press claims that there is a general lack of a sound culture of teaching and learning in some of our schools?

There is a need within schools to develop opportunities for leadership, management and administration skills and abilities. The absence of these skills results in us as leaders failing to display interest in our staff which led to poor or no classroom management by teachers. This is not good for a positive school culture.

Does your school have a shared vision? Is it fully adhered to by all stakeholders of your school… I mean, teachers and your senior staff?

Most definitely. The school’s shared vision was drawn up by all the stakeholders of the school, learners included. This contributed to a climate in which people feel free to share ways to improve the school culture.
Talking about your HoDs. In fact, they are the main focus of my study. How you induct newly appointed HoDs into your school vision?

Not really. I depend on the orientation meetings the district arranges and I always inform my HoDs about such training.

Is there any leadership opportunities for HoDs at your school?

HoDs are quite involve in planning the curriculum with their teachers, some of them are responsible for the allocation of LTSM, while others are in charge with the maintenance of the school building and grounds. They are really doing an excellent job.

How many of you HoDs are currently studying?

None

Does your school have a school improvement plan and does it make provision for the professional development of HoDs?

Yes. Addressing educators' short comings in performing their duties, the school's improvement plan speaks to supporting these teachers. Basically the needs of HoDs are neglected and I by large depend on the district to assist HoDs in carrying out their job. I make sure they attend all cluster meetings and workshops conducted by the department or district.

Do you think that you HoDs are successful in supporting teachers in their departments?

Although I cannot say this of all my HoDs, most of them increasingly take on responsibilities of sharing new knowledge and skills with teachers in their departments to improve learner
achievement in the school. As you know, the basic activity of a school is teaching and learning. Therefore, the basic activity of an HoD in a school is to enable other teachers work as effectively as possible to plan and deliver that teaching and learning. Taken from the responses of parents who communicate with me, from the learners I usually interact with and the reports from the cluster meetings, I can say that my HoDs are in good position of curriculum leadership.

15 I Do you keep HoDs abreast of the latest developments and initiatives in education? How do you go about in doing that?

16 P Every morning we have briefing meetings that last for half an hour. All information is communicated to the staff during these meetings. I personally am not in favour to discuss important information relating to teaching and learning with HoDs alone. I prefer to have the input of the whole staff on such matters. During that time, the school did not start for learners yet and teachers do not neglect their classes in favour of the obligations of the circulars.

SCHOOL E

1 I Thank you for offering me the opportunity to have an interview with you. I know that you are a busy person but I can assure you that I will not take up a lot of your time. If it is in order with you, I would like you to reflect on the situation in South Africa concerning the culture of teaching and learning. Why do you think the press claims that there is a great lack of a sound culture of teaching and learning in some of our schools?

2 P The poor state of school buildings and a lack of resources are, according me key contributors to the state of our schools. Our schools are not conducive to promote teaching and learning
because teaching is not well-organised with the result learners are not well-prepared to write their final examinations.

3  I  *Does your school have a shared vision? Is it fully adhered to by all the stakeholders of your school … I mean, teachers and the senior staff?*

4  P  Yes. If you look at our shared vision, you will notice that learners’ performance form the basis of it. Our shared vision therefore has a deep commitment to the learners which the school serves and encourages all teachers to share in decision making process. We value the inputs of all people at the school.

5  I  *Talking about your HoDs. In fact, they are the main focus of my study. How do you induct newly appointed HoDs into you school vision?*

6  P  No. My assumption is that when they applied for the post, they were supposed to be knowledgeable of their role and what it entails.

7  I  *Is there any leadership opportunities for HoDs at your school?*

8  P  During parent meetings I use my HoDs to address the parents on certain issues. They are also involved in planning, designing, evaluating, and preparing teaching materials with teachers in their departments. In fact, I delegate a lot of my work to my HoDs.

9  I  *How many of your HoDs are currently studying?*

10 P  None
11 I  *Does you school have a school improvement plan and does it make provision for the professional development of HoDs?*

12 P  Yes. After information of teachers has been gathered during developmental appraisal, the SDT and SMT develop a school improvement plan. The professional development of HoDs is also included in our improvement plan, but most of our energy and time is channeled to the teachers. I mean, they are most of the time directly involved in teaching and to do it effectively, they need all the support they can get.

13 I  *Do you think your HoDs are successful in supporting teachers in their departments?*

14 P  HoDs have the ability to get tasks accomplished through teamwork in which they are actively involved. They basically build on the success of each individual teacher in the group and help them to achieve their potential. I can call it participative management where they develop teachers by sharing responsibilities with them - they trust the wisdom of the teachers in their departments.

15 I  *Do you keep your HoDs abreast of the latest developments and initiatives in education? How do you go about in doing that?*

16 P  I usually disseminate information to my HoDs in SMT meetings. Copies of relevant information are also placed on the notice boards to serve as reminders.
INTERVIEW SCHEDULE B

INTERVIEW QUESTIONS TO THE HEAD OF DEPARTMENTS

1. How long have you been an HoD?

2. Are you professionally qualified in the subject you are appointed in as an HoD?

3. What management and leadership responsibilities do you have at school?

4. May I see your time table? I see your time table is quite full. When do you get time for teacher appraisal?

5. Let us concentrate on your role as an HoD. How do you disseminate important information to teachers in your department?

6. How often do you have subject meetings?

7. Do you have any teacher in your department who pose problems of competency?

8. How do you assist these teachers?

9. When using classroom observation as a form of teacher assessment, what does it involve?
10. What problems do you encounter during classroom observation or assessment of teachers?

11. What is the importance of staff development?

12. What forms does staff development take on and when do you do it?

13. What problems do you encounter with staff development?

14. Does it meet the development needs of teachers?

15. Did you personally get any professional development?

16. From whom and when?

17. Were you happy with the training provided?

18. Did the training cover all aspects of your work?

19. In which areas do you need more training?

20. What makes your work as an HoD difficult?
INTERVIEW SCHEDULE C

INTERVIEW QUESTIONS TO TEACHERS

1. Is your classroom a learning place for learners?

2. How often do you discuss issues related to teaching and learning with your HoDs?

3. What training do you really need?

4. What support do you get from your HoD in executing your job?

5. What is your personal view on HoDs observing you in your classroom?
APPENDIX B:

TRANSCRIPTION OF THE FOCUS GROUP INTERVIEWS WITH HEAD OF DEPARTMENTS

SCHOOL A:

HoD. A1 (Economics)

1. Five years.

2. Yes

3. As part of the SMT, I am automatically a member of SIP.

4. I hardly engage in teacher appraisal. Only when forms related to IQMS must be submitted that I visit teachers in my department.

5. Mostly as subject meetings.

6. I have subject meetings on a regular basis, say once a week. These staff meetings are time consuming because these meetings take longer to reach decisions and take teachers away from preparation, marking and contact time with learners. Most of the time, these meetings are dominated by the most senior or vocal members in the department.

7. Yes. I have teachers who do not have a clue what classroom management is all about. Even experienced teachers find these classes a struggle and such classes are sometimes handed out to new teachers.

8. Subject meetings are held regularly to address the shortcomings of these teachers and to improve the skills of these teachers in classroom management. These meetings give teachers a sense of involvement and ownership and it keeps me in touch with teachers. They report back regularly on their progress in this regard.

9. During classroom visits I look at the learners work first. I check whether it is marked. I also listen to how teachers interact with learners.
10. Some of the teachers refuse to cooperate but insist on a good score for IQMS. You get some of these teachers who come to school unprepared. The learners sense it and refuse to cooperate in these classes. How do I really evaluate such a teacher?

11. The aim is to promote effectiveness in work done by teachers and to set a climate or tone conducive to enable these teachers to give their best.

12. I mainly depend on the workshops conducted by the district.

13. There is no time to conduct staff development. If time is arranged, our efforts to develop teachers are not supported by the school at large. Therefore, we find it difficult to encourage teachers to attend these programmes.

14. It is important but … training has lagged behind in the promotion of human resource development, resulting in a serious skills shortage in schools. This problem has been compounded by the mismatch between training that has been offered and the needs of the teachers.

15. Yes

16. From the SMT and district. Development initiatives are mostly conducted during school holidays.

17. Workshops offered by the department or district are without opportunities given to us to wrestle with ideas and to embed them into practice.

18. No,

19. I still need training for special challenges such as how to deal with teachers who fail to create classroom environments conducive for teaching and learning.

20. I really do not understand the nature of my job, therefore it is difficult for me to differentiate between each management role as required. I mean… I must be an HoD, a teacher, a leader and a team member. My time is filled by the many demands for administrative functions. This is the reason why I became unfamiliar with the demands of teachers in my department.
HoD. A2 (Business Studies)

1. Four years

2. Yes

3. I chair the school's admission committee and is the project coordinator on the SGB.

4. I only monitor or evaluate my teachers when IQMS forms must be submitted.

5. Information is photocopied and I make sure each teacher receives a copy.

6. Once a week.

7. Yes, … I have teachers who cannot control their classes during teaching time.

8. I have introduced a mentor and mentee system in my department where experienced teachers are appointed to help new teachers. I also encourage teamwork among the members in my department how to control their classes and subject meetings are also utilized to address problems and concerns of these teachers.

9. I look at all the required file of the teachers. All teachers have pacesetters to gauge their progress in the curriculum. Learner's books are also checked and together with the teacher, we discuss and evaluate learners' progress.

10. Some teachers refuse to let you visit them in their classrooms. You get those teachers who do not have sufficient subject knowledge because they were given subjects they never taught before.

11. Teacher development is important to improve teacher effectiveness and to encourage professional growth. Through teacher development weak teacher can also be remediated.

12. I use the mentoring system where I match new teachers up with more experienced teachers. Our subject meetings are also used to address teachers' concerns.
13. The only time really available to develop teachers is after school or over the weekend. It is impossible to get them there, especially those teachers who really need support. Importantly is that time is set aside at school for specific development programmes.

14. Not really … sometimes teachers need more development in areas out of my control. Example, I have no idea how to help teachers in maintaining discipline in their classrooms. From what I have observed, most of the new teachers experience this problem and need development in this area.

15. Yes. Most of these workshops are conducted by the district after school or weekends.

16. Mostly from the district. As I have said, after school or weekends.

17. I was 'ok' with the workshops this far. To be realistic, workshops organized by the district are not cost-effective in terms of time and resources. If workshops have to be effective, time needs to be taken to create the appropriate culture within schools and this cannot be rushed. These workshops should also assess key competencies of HoDs. Workshops only cover a topic and then they move on to the next topic.

18. No.

19. I would like training in how to interact and collaborate with teachers in my department.

20. Looking at my job description it is clear that I am not afforded the time and opportunity to do what I am suppose to do, like assisting teachers in the delivery of the curriculum, to evaluate their practices and to promote staff development. I basically am an administrator and over the years I tend to do the things what I best know to do… administration. I am unclear about what is expected of me. Another problem is that I have to fulfill my responsibilities with limited authority.
SCHOOL B:

HoD. B1 (Life Orientation)

1. I was an acting HoD for 5 years and am appointed now for 3 years.

2. No, I have majored in History but am appointed as HoD for English.

3. Apart from my responsibility as an HoD, I also serve on the disciplinary committee of the school.

4. I try to do it during my free periods.

5. During our weekly subject meeting information is distributed to all teachers.

6. I have it once a week.

7. Yes, you get that one or two teachers who have problems in teaching the curriculum.

8. I am aware of the fact that some teachers in my department need support when they are trying out new ideas relating to teaching and learning. As an HoD, I help my teachers in this regard by providing supportive listening when they need to talk over their new learning problems. I also arrange opportunities so that peer groups can meet and provide these teachers with all the most needed support materials to assist them in their teaching.

9. During classroom visits, I basically use the Performance standards as set out in IQMS process.

10. Honestly speaking, I have little knowledge of what classroom observation is all about. I do not have a clear idea of what to look for when evaluating teachers.

11. As an HoD you are a disseminator and gatherer of information. You must be aware of the teachers' needs. Teachers will want to be informed about policies that affect their practice. They also want be informed of staff development opportunities. The aim is to promote effectiveness in their work and to set a climate or tone conducive to enable these teachers to give their best.
12. I am not really involved in staff development activities. The principal will delegate some duties to teachers and that is it.

13. There is definitely no time to develop teachers. The only time to support teachers is when they approach you with a problem.

14. I do not know. Teachers are not open to discuss problem they encounter at school, especially in their classrooms.

15. Yes.

16. From the district mostly but sometimes the principal shorten periods so that we can have some training at the school. This happens than after school for an hour to two.

17. I personally have attended many courses aimed at development. Teachers in my department also joined me on these courses. To be honest, these staff development initiatives and workshop ideas do not work in our classrooms and schools.

18. Not really.

19. I would welcome any training on how to organize classroom management and discipline policies.

20. We suffer from role overload where more is expected of us in a role that what we could manage. As an HoD you also face isolation … I mean, you must come to terms with both feeling alone and being responsible for the performance of other teachers. We are expected to make decisions and exercise authority and have no one to turn to for advice or help.

**HoD. B2 (History)**

1. Ten years

2. Yes

3. I help out with the school's finance and the timetable.
4. Whenever the need arises, I visit teachers in their classrooms.

5. I have regular subject meeting. When the information is only related to a specific teacher, I have an informal meeting with the teacher concerned.

6. Subject meetings are held twice a month.

7. Yes, some teachers, especially new teachers lack subject knowledge and have little administration skills, example how to keep records of learners’ progress or even to complete a register.

8. I make it my duty to give these teachers administrative support. During informal meetings or subject meetings I support them in these matters. I also make it my duty to provide them with teaching and learning resources such as textbooks, computers and learner support material just to help them to improve their performance.

9. I know that part of my role as an HoD is to monitor the teachers in my department. Unsure what to look for when visiting teachers' classrooms, I opted to visit them rarely only to make the required formal evaluations... for IQMS.

10. I do not like the idea of class visits. I know it is important to monitor teachers, but some of the teachers view classroom observation as an intrusion on their professional judgment. For me not to be in conflict with these teachers, I only write reports to protect them from judgments by principals and the district.

11. I think that staff development is to ensure quality education for learners and for teachers to improve the quality of teaching and learning.

12. Mostly courses and workshops

13. I have a problem with the reasons teachers attend these programmes. After obtaining a certificate, they do not engage in further voluntary activities thereafter.

14. No. These initiatives are task assignment and it neglects to include time to prepare for teaching, for the cooperative efforts in school improvement. Staff development programmes are not built into the job or do not relate to the work that we are doing.
15. Yes.

16. Mainly from the department after school or weekends.

17. Not at all. It is virtually impossible to translate the concepts of workshops into practice. Part of my responsibility is to make sure that teachers implement what I have been taught at workshops in their classrooms. It is impossible for me to monitor the implementation because my timetable is full and classes are too big to make these initiatives a reality.

18. Not at all.

19. I really need help to assist teachers in how to address negative behavior of learners in their classrooms.

20. I feel under-utilised in our roles. The principal never consults us when decisions are taken on allocation of subjects, financial matters and other important issues related to teaching and learning. Only when learners give problems and teachers do not perform as manifested in tests results of learners, that the principal will involve us in addressing the problems. Certain administrative functions like planning and financing are only given to the deputy principals or the principal administers it himself. Areas of our responsibility should be well defined within the management structure of the school. This is a neglected area within school management.

SCHOOL C:

HoD. C1 (Geography)

1. Twelve years

2. No, I have specialized in Business Studies. I am the appointed HoD for Technology.

3. I do not really serve on any committee because I spend most of my time on teaching. My timetable does not allow me to commit myself to any administrative responsibilities. If the needs arise, I definitely make myself available.
4. When documents on IQMS are required from the SMT or SDT for submission to the department.

5. I mostly disseminate information to my teachers during subject meetings.

6. I am suppose to have it every second week, but when the need arises, I call a meeting.

7. Yes, the poor results at the end of the year are a clear indication that some of my teachers experience problems in communicating the information to learners.

8. At the beginning of the year my whole department must attend a 'bosberaad' where we discuss what is expected of each teacher for the year. Teachers have the opportunity to view problems they have experienced the previous year. This is the time where new teaching initiatives are introduced and older ones discussed and evaluated.

9. During classroom visits, I basically check up on their learners' work, all the required documents like scheme of work, mark books, and intervention programmes developed to deal with learners with problems. A discussion follows after the visit where we discuss mainly problem areas together. Basically it stops there till the next class visit.

10. Many teachers in my department are not trained to teach the subject and have limited curriculum knowledge. The result, they have no skills in creating enjoyable learning experiences for learners. The time I address their problems, they are than moved to another department and the process starts to unfold again.

11. Teacher development is important to address the needs of teachers and to assist them in carrying out their work.

12. I mostly engage with teachers in my department through formal and informal discussions on their performance. Sometimes, if time allows, I organize workshops.

13. Teachers are not open about their problems and it is difficult for me to address their needs. In most cases they have pre-arranged appointments and do not attend these workshops.
14. I do not believe so. As I have said, because teachers do not communicate their needs, it is difficult to arrange these workshops that will meet their needs.

15. Yes.

16. Workshops that I have attended were organized by the department during school holidays.

17. Training is sometimes reduced to knowledge transmission and is not of a participative nature. These training programmes are often conducted in a superficial manner and we remain ill prepared to meet challenges and professional commitments.

18. No.

19. Time management. I find it difficult to attend to all of my responsibilities during a normal school day. I never meet deadlines.

20. As an HoD, I view myself as the central person for the team. Looking at the areas of responsibilities as defined within the management structure of the school, I personally feel that I occasionally neglect these areas especially when fulfilling my role as subject leader. We suffer from role overload where more is expected of us in a role that what we could manage. We should have an understanding of our role as detailed in our job description because there are too many demands on us for administrative functions.

**HoD. C2 (English)**

1. Five years

2. Yes

3. I am responsible for safety and the maintenance of the school. I also oversee the work of the auxiliary workers.

4. Opportunities for teacher appraisal are just on paper. To be honest, I never do it. For the purpose of IQMS, I have informal discussions with teachers and use the outcomes of the discussions to complete all required forms … for IQMS.
5. During subject meetings. If there is no subject meeting for that particular week, I make copies of the information, distribute it to them and let them sign for it.

6. I try to have a subject meeting twice a month.

7. Yes

8. I initiated small group learning opportunities on a monthly basis with my department and the same departments of neighbouring schools. It works wonderfully. Teachers are allowed to raise issues for discussion …topic on effective teaching strategies, techniques for learner assessment, teacher development opportunities, the list goes on.

9. It is basically inspection where I go through learners' book and listen to a lesson. After that, we have a general discussion based on what I have observed.

10. Many teachers are ill-prepared to teach assigned grades and subjects. They come late to school and stay absent with the result, they do not provide feedback to learners on assessments.

11. As an HoD, I aim to improve the quality of the members of my department. It is therefore my responsibility to see that teachers develop new skills so that learners can benefit.

12. Workshops and group discussions.

13. Teachers are never available or they just do not show any interest in these initiatives.

14. Mostly, the development of teachers depends on their willingness to learn more. If there is a need, they will approach me and I will address it or find out about development programmes available.

15. Since being appointed as an HoD, I never received professional development. Support I get derive from discussions on curriculum issues at cluster meetings.

16. As I said, I never received formal development … Curriculum issues are discussed at cluster meetings after school for approximately an hour.
17. All or most of the development programmes for teacher, especially for HoDs concentrate on administrative competencies and little time is devoted to address questions of learning, curriculum, and professional development.

18. No. I still do not have the skills and ability to evaluate teachers' performance in my department. For years I have asked for training in this regard.

19. I need support in how to develop strategies for managing the curriculum.

20. Over the years of being an HoD, I have a clear indication of problems teachers might experience in my department. I know these teachers expect support from me but there is no free period on my time table to engage them in staff development programmes. I really feel sorry for these teachers.

SCHOOL D:

HoD. D1(Afrikaans)

1. Seven years

2. Yes

3. I am responsible for the allocation of resources. I am also the sports master of the school. Most of the administrative responsibilities are confined to more senior managers in the office.

4. I definitely do not have the time to monitor my teachers. I allow them to complete evaluation reports on themselves. I go with what they have to say.

5. Most of the time I send notices around.

6. I seldom have subject meetings. It is difficult to have set dates for these meetings because teachers in my department also belong to other departments.

7. Yes

8. Whenever I have the time, I visit these teachers in their classrooms. This happens seldom because I have limited free periods and I also have other classes to teach. When visiting their classes, I examine learners' work, talk to teachers and observe
their performance and also examine the physical environment and how classroom design supports learning. After the visitation, I sit with the teacher and offer judgments of the classroom observations.

9. The normal. I control the learner's books, go through their lesson plans and monitor how they teach the subject and interact with learners.

10. The district has demanding programmes that must be implemented in schools. Think of IQMS and the NCS for example. Honestly, I do not understand these programmes that the district has adopted well enough to successfully guide teachers in its implementation.

11. It is to monitor and to support teachers in performing their work. You must remember that quality education depends on the quality of teachers you have.

12. I seldom engage teachers in development activities. Mostly I send them to workshops arranged by the district.

13. I never have the time to address this area.

14. I have no idea. I suppose whatever information they get at these workshops, they implement it in their classes.

15. Yes

16. From the district and my principal. The professional development programmes of the district usually were conducted during school holidays. During my free periods, my principal would call me and show me how to order LTSM or conduct IQSM.

17. Not really. Curriculum improvement requires extensive training if it is to be implemented successfully. These training initiatives from the district are once-off and I still lack to understand the purpose, rational and process of these training initiatives. I mean, it is difficult to put into practice what one has learned.

18. No.

19. I really need training on how to assist teachers to develop a variety of instructional.

20. Personally for me, the main objective of any school should be teaching and learning. Unfortunately, all my different responsibilities … you name them… take me away
from teaching. There has been such a great increase in my workload and so many changes to manage that I have not be able to be involved in teaching. I am far remote from the teachers in my department.

**HoD: D2 (Mathematics)**

1. Fifteen years

2. No… although I am the appointed HoD for Afrikaans, History was my major subject. When I came to this school, there was a need for an Afrikaans teacher and I volunteered to help out. Since then, I never have taught History at this school.

3. I administer IQMS at our school and the submission of these documents to the department.

4. Who is going to look after my classes if I must go and do class visitations? I am teaching grade 12s and my timetable is full.

5. I use my subject meeting or sometimes I communicate the information verbally to them during informal interactions.

6. Very seldom but I try to have a meeting once a month.

7. Yes

8. In consultation with them, we draw up schemes of work in the subject, ensuring that there are adequate resources available and I try to be available if they experience any problems.

9. Class visits are mainly to support teachers in implementing the curriculum and address their weaknesses.

10. Teachers have come to enjoy the autonomy of their classrooms and some regard classroom observation or supervision as an intrusion on their self-supervised work.

11. Staff development is important to maintain the staff’s commitment to the goals of the school and to manage their work.

12. Mainly workshops and seminars.
13. I suppose so. I never received any complaints from teachers who attended these workshops and seminars.

14. Again, whatever information they got from these workshops or seminars, they use it in their classrooms with great success. I never question whatever support they get.

15. Yes, but it was not intensive. It was more in the form of discussions related to my responsibilities.

16. The principal during normal school days or during my free periods.

17. I can say … yes and no. Yes, because the principal does select areas training is needed. No, because most of the training addresses areas of management, … administrative duties and little training is offered on teaching related issues.

18. No.

19. I would love to undergo training in creating opportunities to develop teachers in my department. Also, training must address how teacher appraisal or evaluation should be conducted.

20. We are asked simultaneously to adopt a line management relationship with our colleagues and to undertake new responsibilities outside of our traditional area.

**HoD. E1 (Life Sciences)**

1. Eleven years

2. Yes

3. I do not have specific responsibilities but wherever assistance is needed, I help out. Since last year, I started to represent the teachers on the SGB. Here I serve on the disciplinary committee.

4. I do it sometimes during my free periods or on request of the principal.

5. Subject meetings are used to communicate information to my teachers.
6. Once a week.

7. Yes

8. I try as far as possible to monitor their work in the classrooms, plan lessons with them and contributing information where appropriate about their performance.

9. During classroom observation, I observe the lesson planning of the teachers, their classroom environment and how they teach.

10. I give teachers prior notice of any classroom visits. I personally see it as a showcase of good looking work of the teachers just to impress me for that period.

11. Staff development is to address the areas of weaknesses and strengths of teachers. After identifying these weaknesses, opportunities must be created to develop these teachers in order to improve their performance.

12. Workshops

13. Teachers mostly want to attend development initiatives certificates are issued. I have introduced some development initiatives but teachers showed little interest because these courses were not accredited. They viewed it as a waste of time.

14. I guest not. Whenever they return from workshops, they express their dissatisfactions. Even if I arrange a workshop, it only addresses what teachers should teach and not how they should teach it. Information is just dumped on them without them having any input.

15. Yes

16. From the district during school holidays.

17. No. Training mostly represented new learning for me and no attempt was made to refine my existing skills and knowledge.

18. No.

19. I need training in how to use assessment strategies and how to inform learners about their performance. Not only quarterly or annual feedback, but detailed feedback to enhance their learning.
20. We as HoDs are not involved in the drafting of the school's performance management policies. We know the needs of teachers in our departments but have little say in their development. The principal and his seniors are running the show in identifying developmental needs and training of teachers.

**HoD. E2 (Accounting)**

1. Six years

2. Yes

3. I am working with the LRC … I arrange workshop on leadership for these learners and conduct the elections of the LRC.

4. When teachers experience problems in doing their work, I will go and monitor them. There is no time for formal assessment or appraisal of teachers.

5. If the information is important, I would call an emergency subject meeting during breaks.

6. Twice a month depending on how important the information is that needs to be shared with my teachers.

7. Yes

8. Basically I help them in their classrooms to teach the subject and support them in difficulties. By difficulties I mean helping these teachers in using assessment techniques, how to maintain records of learners' progress, and how to set themselves targets.

9. My visits are mainly to ensure that quality teaching and learning is happening and that it meets the acceptable level as describes by the department. This information I get by looking at learners work and how teachers interact with learners during a lesson.

10. When ineffective teachers are protected by their unions. The focus than becomes the legal rights of the teacher rather than the right of the learner to quality education.
11. Staff development will enable teachers to align their performance towards agreed objectives, in this case it will be effective teaching. I believe that staff development will surely benefit the staff because the professional growth of teachers is the growth of learners.

12. I look at activities and assignments given to learners, are they marked and if feedback is given to learners on their progress. After completing my report, I have a discussion with the respective teachers on what I have observed.

13. Teachers avoid to get involve in staff development activities. Some who become involved make no effort to share knowledge with others or do not even apply what they have learned in their daily lives.

14. No, I do not think so.

15. Yes.

16. From the district officials during their school visits and workshops.

17. Not at all. These training opportunities never included discussions about learning content and teaching methods. After the training, the work of participants are not reviewed or we are not provided with a report on the review.

18. No.

19. I need training in how to provide teachers with guidance and support in their work.

20. The fact that some teachers in my department do not have a positive attitude towards their work. They show little interest in developing their skills and to enhance their knowledge.
RESPONSES OF THE TEACHERS FROM THE ONE-TO-ONE INTERVIEWS

SCHOOL A:

1. To make our school work, we maintain a close relationship between the internal and external environment to meet the needs of the learners. Teaching and learning is high on our agenda and learners are encouraged to participate in lessons. I set a bar for learners' performance and then work to ensure that each learner can make it over that bar. On the behavior of learners, you get those who like to talk back to teachers and those who are hostile in complying with the teachers' requests. I have a transgression file where all these misbehaviours are recorded into and I phone their parents immediately or these parents must visit the school Fridays. The principal allocated time for parent to visit the school every Fridays. I really need the support of my colleagues, especially my HoD to turn these classes around.

2. Only at subject meetings.

3. I definitely need training on classroom management... I mean, how to address negative behavior in my classroom. I spend too much time on disciplining learners for bad behavior, late coming and not doing their homework. The result, I never finish my year plan in time. I always have to call on other teachers for help and they are not always prepared to leave their classes.

4. My HoD has good management skills and ensures that effective structures are in place for the department. Looking at issues such as curriculum delivery, assessment of learners, the planning of lessons, and the setting up and monitoring of learners work and tests ... they really play an important role in supporting us in this regard. They coordinate and control all these activities and perform an important liaison function between central policy and practice. I know that they have the responsibility to evaluate the implementation of these educational policies.
5. To be honest, I personally think that there is no need for HoD to observe me in action in my classroom. I am an experienced teacher and my examination and test results are always good. What can they teach me? You even get HoDs who never taught the subject before they were appointed. They were teaching another subject. To be realistic, I am the one who is supposed to give them training in subject content knowledge.

SCHOOL B:

1. I suppose it is. In all my classes teaching and learning is learner-centred. By that I mean… learners are given time to interact and discuss the problems they encounter, my class is open for debates and I encourage conversation. In fact, learners take charge of their own learning by setting goal for themselves in tests and examinations. I mean.. we develop assessments and specify the standards of mastery for these assessments. For me to promote this kind of learning, I plan and organize my teaching, monitor the progress of my learners and provide feedback to them on time. Assessment of learners' performance provides me with valuable information, indicating how successful the learners were in meeting an agreed-on standard.

   Yes, I do not have a super class. When I leave the class for what ever reason, learners show hostility towards each other. They fight, verbally abuse each other and even damage property. Luckily my HoD is very supportive in helping me in such classes.

2. We not really engage in such topics except when HoDs must communicate new development to us. This, most of the time happens after they have attended cluster meetings.

3. I need training on how to make realistic time estimates during lesson planning. I do not have time management skills and do not know how much time to devote to teaching and to learner activities.
4. My HoD knows very much that you get things done through people. He makes it his responsibility to support us with the needed resources and to ensure that we put it to good use. If available, he would come to my class and help me with my classroom discipline. I know that it is impossible for him to be their all the time, but he is visible and very helpful and introduced a mentee system.

5. Teachers are professionals who can be trusted to do a good job of teaching their classes. They can keep up date in their knowledge of their subject which will help them to adopt different methods and approaches to teaching rather than being committed to an imposed method. In fact, I view appraisal as judgmental on the teachers rather than a means to further development.

SCHOOL C:

1. I am only going to refer to my classroom because I do not have a good idea what is happening in other classes. I strongly believe that my classroom is a place where learners can feel safe to concentrate on learning. Rules of communication are clearly negotiated and learners know what is expected of them. I talk to my learners, listen to them and guide their learning activities. When learners are presented with a problem, I allow them to develop an understanding of the problem through questioning. Group work is also promoted to allow learners to develop their social and intellectual skills.

   You know the nature of a child... despite all these rules, you still get learners who are disruptive, meaning … making noise and talk inappropriately. It is stressful to be unable to teach without unnecessary interruptions.

2. If the need arise, a subject meeting is called or, as in most cases, these discussions are conducted informally or during class visitations.
3. I need training in expanding the use of assessment tools like rubrics when assessing learners' performance and to interpret performance standards.

4. He helps us in developing skills to deliver the curriculum to learners in the most effective and efficient ways possible through the resources available. Support was given to me personally on how to interpret the curriculum, how to prepare lessons, and how to assess learners' performance. Whenever I am confronted by parents on the progress of a learner, I am assured of my HoD’s help in this regard. Unfortunately he is not as much involved in evaluating us as I would like him to be.

5. After class visitations, HoDs should follow-up with consultation and facilitation to ensure that teachers implement what they have learned. They never do it. Another problem that I have with HoDs evaluating me is that they put more emphasis on performance than on development.

SCHOOL D:

1. Classrooms are small and it is difficult to organize large group of learners within a relatively confined space. This is a factor that I have no control over. Yes, I try to create an environment conducive to teaching and learning. We have ground rules that are based on self-respect for others and directed at efficient working patterns. All these rules are simple and reasonable yet you will still find those learners who move around in the classroom without permission.

I make sure that learners have a clear idea about learning or lesson objectives. Except formative assessment, a diverse range of assessment methods are used for learning to be effectively managed. I also give feedback to learners on a regular basis to motivate and give learners an indication of their performance. I must admit that it is time consuming to use rubrics to evaluate each individual learner.
2. My HoD used to communicate these issues with us during subject meetings. Whenever teachers experience problems, they have the freedom to communicate with the HoD.

3. I definitely need training on how to give detailed feedback to my learners. Up till now I only mark learners work and give them scores on tests. I want to know how to assess their mastery of the work been taught to enhance their learning.

4. Having clear knowledge and understanding of the curriculum planning process, my HoD helps me to plan my lessons and also in how to assess learners' performance. Although he is seldom involved in teacher development or appraisal, he is always willing to offer support when I need it.

5. HoDs use administration as an excuse to avoid the awkwardness of entering the classrooms of teachers to engage in evaluation and monitoring. If they do class visitations, they only spend some time in your class, making notes and do not even share information with you... It feels as if they are spying on you. After that visitation, you will never see them soon because their paper work, needed by the office, is finish. It gives me the feeling that I am incompetent.

SCHOOL E:

1. The overcrowded classes create disciplinary problems. Learners talk during teaching time about topics unrelated to the lesson or they talk when they are suppose to be silent. This makes it difficult for me to concentrate on teaching and many learners are affected. Fortunately my HoD is always available to address these disciplinary problems.
2. There is basically no need for me to communicate with my HoD on these issues. Most of the teachers, including me, are teaching for a long time and possess sound curriculum knowledge. My HoD sometimes does support new teachers if they experience problems.

3. I need training on how to design ways to support and challenge learners with learning disabilities who are included in the general classrooms.

4. Information on developmental programmes is always provided to us. When we encounter problems in conveying or teaching a lesson, he is always encouraging us to plan together and promotes group discussions. This makes our individual task so much easier and we learn a lot from each other.

5. I support the idea of HoDs being responsible for evaluating teachers. HoDs must take appropriate actions for quality control and it is still expected from them to provide leadership to teachers. I see classroom observation as a learning opportunity and HoDs are there to promote and create such opportunities.
APPENDIX C:

RUBRIC TO SCORE TEACHERS DURING CLASSROOM OBSERVATION

<table>
<thead>
<tr>
<th>Rating scores:</th>
<th>Unacceptable=1</th>
<th>Satisfies minimum expectations=2</th>
<th>Good=3</th>
<th>Outstanding=4</th>
</tr>
</thead>
</table>

Criteria: Managing the curriculum and instructional programme

- Knowledge of the subject
- Teaching and interaction skills
- Learner involvement
- Evaluation of learners
- Feedback to learners
- Record keeping

Criteria: Creation of a positive learning environment

- Classroom discipline
- Diversity
- Assessment techniques

TOTAL:
APPENDIX D:

CHRONOLOGY OF EVALUATION ACTIVITIES
APPENDIX E:
SAMPLE LETTER REQUESTING PERMISSION FROM SCHOOL PRINCIPALS TO INTERVIEW PARTICIPANTS

7 Anthony Street
Extension 9
Ennerdale
1830
13 February 2012

The School Principal
Department of Education
Johannesburg South District
2000

Dear Sir/Madam

I, Alfred Bambi am registered for the Masters degree in Education Management at the University of Johannesburg. I am engaged in a research project to determine the role of head of departments (HoDs) as instructional leaders and its influence on teaching and learning in secondary schools.

I hereby seek permission to conduct part of my research at your school. The study will involve one teacher at your school, two HoDs, and an interview with you as principal. Data gathering activities which will include interviews, observations, and document analysis will take place during and after school hours but will be scheduled in a manner that will cause minimal disruption to the teachers' and school's programme. Contact sessions will not last for more than an hour.

Please be advised that the study involves no invasion of individual rights and privacy. No confidential information regarding those who participate in this research will be made known and they will be allocated a pseudonym as a means of protecting their identity. The researcher undertakes to share the outcomes of this study with the school.
Your support and attention in this matter will be highly appreciated.

Yours faithfully
Alfred Bambi

…………………………………….

RESPONSE FROM PRINCIPAL:

I HEREBY GRANT YOU PERMISSION TO INTERVIEW ME AND MEMBERS OF MY STAFF.

Name of principal: ……………………………………………..
Signature: ……………………………………………..
Date: ……………………………………………..