

**Curriculum leadership training  
programme for heads of departments in  
secondary schools**

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## **DEDICATION**

I dedicate this work to my mother Nkadimeng Lantinah and brother Bait seng Klaas, who both passed on. To my patient, supportive, sweet and loving wife, Basetsana and my loving daughters Tshepiso, Amogelang and Molemo. Dedication also goes to my brothers Moabi, Mmolai, Ikanyeng and Letsogile and to my sisters Thabeah, Onkabetse, Tebogo and Moloko. My father, whose encouragement through life has been so immense, this is for you too.

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- Finally and above all, I would like to thank **God Almighty** for the health, wisdom, grace, perseverance, will and energy to carry on during trying and difficult times.

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## DECLARATION

I, Thomas Tshepo Tapala, hereby declare that the entirety of the work contained in this dissertation is my own, that I am the author thereof, and that I have not previously in its entirety or in part submitted it for obtaining any qualification. The work, or works, of others have been attributed, cited and referenced accordingly.



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Signature

31 May 2019

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## SUMMARY/ABSTRACT

**TITLE:** Curriculum leadership programme for Heads of Department in secondary schools.

**Key terms:** Curriculum, leadership, curriculum leadership, training programme, training and development, head of department (HOD), curriculum leadership roles of HODs, secondary schools.

This study investigated the curriculum leadership training programmes of Heads of Department (HODs) in secondary schools. HODs are an integral part of school leadership. Their main function is to lead and oversee curriculum support and delivery in schools. HODs are uniquely placed to influence the quality of teaching-and-learning in their departments and within the entire school. They are an important bridge between the school management team (SMT) and the educators. The influence of HODs can only be realised if they understand what their roles are and how to go about executing those roles. To have a good understanding of the research topic, the researcher undertook an in-depth literature review to explore the current nature, content and structure of curriculum leadership training programmes for HODs in secondary schools.

The research followed a qualitative, phenomenological approach underpinned by an interpretative paradigm. Purposive sampling was used to select the participants due to their proximity, knowledge and understanding of the phenomenon under research. Semi-structured, open-ended questions were used for data collection. The participants in the research were HODs and principals of sampled schools and departmental officials responsible for educator training, development and support. Additional data was collected through field note taking and audio-recordings which were later transcribed into text, coded, and themes were formed from these texts with similar topics for the researcher to conclude on the findings and recommendations for the research. The research found that HODs lacked training and development. The research findings also indicated that where the opportunities for training and development were afforded to the HODs, it was incoherently organised, badly managed and was of minimal benefit to the HODs. Training was done over very short periods of time like once-off induction and after hours' development when HODs are tired and lacked concentration. The research suggested and developed a coherent curriculum leadership training programme for HODs in secondary schools.

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## OPSOMMING

**TITEL:** Kurrikulumleierskap-opleidingsprogramme vir Departementshoofde van sekondêre skole.

**Sleuteltermes:** Kurrikulum, leierskap, kurrikulumleierskap, opleidingsprogramme, opleiding en ontwikkeling, Departementshoof (HOD), kurrikulumleierskapsrolle van Departementshoofde, sekondêre skole.

Dié studie is onderneem om kurrikulumleierskap-opleidingsprogramme van departementshoofde in sekondêre skole te ondersoek. Departementshoofde, wat 'n integrale deel van skoolleierskap uitmaak, het 'n belangrike rol te speel in skole aangesien hulle hoof funksie is om kurrikulumbegleitend teenoor hulle kollegas op te tree. Hierdie begeleiding is veral in kurrikulumondersteuning en -aflewering geleë. Daarom is hulle op 'n unieke wyse in skole geplaas om die kwaliteit van onderrig en leer in hulle onderskeie departemente en binne skole ten beste te kan beïnvloed. In hierdie verband is hulle 'n belangrike skakel tussen die skoolbestuurspan (SBS) en opvoeders. Die vermeldde funksies van departementshoofde verleen invloed aan hulle. Dié invloed wat hulle het, kan slegs tot voordeel van die skool gebruik word indien hulle die aard van hulle rolle verstaan en hoe om dit tot uitvoering te bring. 'n Diepgaande literatuurstudie is onderneem om die aard en omvang van die werk van departementele te ondersoek. Die literatuurstudie het die huidige aard, inhoud en struktuur van kurrikulumleierskap-opleidingsprogramme vir departementshoofde in sekondêre skole blootgelê.

Hierdie navorsing was kwalitatief van aard, waarna 'n fenomenologiese benadering en 'n interpretivisme lewensbeskouing gevolg is. Doelgerigte steekproefneming is gebruik om die navorsers in staat te kon stel om deelnemers te kies op grond van hulle beskikbaarheid vir die navorsing, sowel as kennis en begrip vir die verskynsel wat nagevors is. Semi-gestruktureerde, oop-einde vrae is vir die data-insameling gebruik. Die deelnemers in die navorsing was departementshoofde en skoolhoofde van geselekteerde skole, asook departementele amptenare wat vir opvoederopleiding, -ontwikkeling en -ondersteuning verantwoordelik is. Bykomende data is gebruik, soos notas tydens die onderhoude en getranskribeerde inligting van opnames. Die data is gebruik om te kodeer en temas vir die navorsing te formuleer. Dit is ook gebruik vir gevolgtrekkings en aanbevelings vir verdere navorsing. Van die belangrikste bevindinge van die navorsing is dat departementshoofde tekort skiet aan opleiding en ontwikkeling. Voorts is bevind dat, alhoewel opleidingsgeleenthede vir opleiding en ontwikkeling vir departementshoofde gebied word, is die opleidingsgeleenthede lomp en sonder struktuur

georganiseer en verder swak bestuur. Volgens die deelnemers was die opleidingsgeleentheid dus hivolgens van minimale waarde. Die opleiding was ook oor kort periodes, byvoorbeeld 'n eenmalige induksie en naderse opleiding wanneer departementshoofde moeg was en nie kon konsentreer nie. 'n Omvattende kurrikulumleierskap-opleidingsprogram vir departementshoofde is deur die navorsing voorgestel en ontwikkel.

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## LIST OF ABBREVIATIONS / ACRONYMS

ACE	Advanced Certificate in Education
ACE-SL	Advanced Certificate in Education in School Leadership
ANA	Annual National Assessment
AOA	Area office A
AOB	Area office B
ATP	Annual Teaching Plan
BE	Bojanala East
BED	Bojanala Education District
BW	Bojanala West
C2005	Curriculum 2005
CAPS	Curriculum Assessment Policy Statements
CAQDAS	Computer Aided Qualitative Data Analysis Software
CHE	Council for Higher Education
CKO	Chief Knowledge Officers
CPTD	Continuing Professional Teacher Development
DBE	Department of Basic Education
DfE	Department for Education
DHET	Department of Higher Education and Training
DoE	Department of Education
DSG	Development support group
EBSCO Host	Elton B. Stephens Co. Host
Edu-Lead	Education Leadership
EEA	Employment of Educators Act
EMS	Economic and Management Sciences
EOA	Area official A
EOB	Area official B
ERIC	Education Resources Information Centre
ESREC	Education Sciences Research Ethics Committee
FET	Further Education And Training
GET	General Education And Training
HEQSF	Higher Education Qualification Sub-Framework
HOD	Head of department
ICT	Information And Communication Technology
IQMS	Integrated Quality Management Systems

JSTOR	Journal Storage
LMX	Leaders Member Exchange
LO	Life Orientation
LTSM	Learning and teaching support materials
NCS	National Curriculum Statements
NCSL	National College for School Leadership
NECT	National Education Collaboration Trust
NGO	Non-governmental organisations
NP	Nationalist Party
NPQ	National Professional Qualification
NPQML	National Professional qualification for Middle Leadership
NQF	National Qualifications Framework
NWU	North West University`
OBE	Outcomes based education
OECD	Organisation for Economic Co-operation and Development
OFSTED	Office for Standards in Education
PAM	Personnel Administrative Measures
PD	Professional Development
PDE	Provincial Education Department
PDP	Professional Development Programmes
PDT	Professional Development Theory
PGP	Professional Growth Plan
PL1	Post Level One
PL2	Post Level Two
PSF	Professional Support Forum
PTD	Professional Teacher Development
Q1-Q5	Quintile One to Quintile Five
RDP	Reconstruction and Development Programme
REQV	Relevant Education Qualification Value
RNCS	Revised National Curriculum Statements
RSA	Republic of South Africa
SABINET	South African Bibliographic Information Network
SACE	South African Council for Education
SBA	School-based assessment
SENCO	Special educational and needs coordinators
SES	Senior Education Specialist

SGB	School Governing Body
SLP	Short Learning Programmes
SMT	School Management Team
TDA	Teacher Development Agency
TIMSS	Trends in International Mathematics and Science Study
TPA	Teacher Performance Appraisal
TSC	Teacher Service Commission
TTA	Teacher Training Agency
TVET	Technical Vocational Education and Training
UK	United Kingdom
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNISA	University of South Africa
USA	United States of America
WSE	Whole School Evaluation
WTA	Whole Teacher Approach
WWW	World Wide Web

# CHAPTER ONE

## Introduction to the study

### 1.1 Introduction

Heads of department (HODs) are part of the school management team (SMT) in schools and named middle managers (Javadi, Bush & Ng, 2017). The middle managers are referred to as phase head, subject head, middle manager, curriculum manager, curriculum leader, instructional leader, instructional manager and team leader to describe their positions, depending on what they do (Bassett & Robson, 2017; De Nobile, 2018; Kasim, Zakaria & Basran, 2015; Lárusdóttir & O'Connor, 2017; Maingi, 2015; Shaked & Schechter, 2017). HODs are both educators and managers of other educators, and are engaged in managing the academic curriculum (Ogina, 2017). They are educators with formal administrative responsibilities and are recognised to play significant roles in education leadership and curriculum implementation (Gurr & Drysdale, 2012; Seobi & Wood, 2016). The role of an HOD is a very serious and important one for the delivery of curriculum in all schools. It plays a fundamental role in contributing towards successful learner academic performance (Fleming, 2014). In some instances, HODs are very experienced in their field and subject (Albashiry, Voogt & Pieters, 2016; Ghavifekr & Ibrahim, 2014; Grootenboer, Edwards-Groves & Rönnerman, 2015), while in some occurrences they lack preparation and training for the demanding position of curriculum leadership (Maingi, 2015; Paranasic & Riveros, 2017).

It is for this lacuna in training that this research undertook to explore the curriculum leadership for HODs in secondary schools. As curriculum leaders their work demands them to play a crucial role in effective operation of the work of the secondary school department. The curriculum leadership of the HOD provides direction, resources and support to teachers and learners with the aim of improving and ensuring a sound culture of teaching-and-learning at all times (Ogina, 2017; Paranasic & Riveros, 2017; Seobi & Wood, 2016). The most daunting task of the HOD is of being curriculum leader and the need for preparation, development and training for HODs cannot be overemphasised. They need to be trained and developed so that they can provide a visionary role towards maintaining and upgrading the school's academic programmes from an informed point of view (Leithwood, 2016). The HOD's curriculum leadership role is to promote and optimise academic work outcome and to maximise learner social outcomes through improved classroom practice. One can only do so when HODs are informed and confident about what they are doing (Leithwood, 2016). Curriculum leadership

includes various roles and responsibilities that entail technical, professional and interpersonal aspects (Thorpe & Bennet-Powell, 2014). It further includes strategies and actions to improve conditions for effective curriculum implementation. The position therefore places immense responsibilities on the incumbent, which without a doubt requires the incumbent to be well prepared and trained in curriculum leadership.

HODs also encounter barriers as they execute their curriculum leadership roles (Bambi, 2012; Leithwood, 2016). The barriers are in many instances caused by lack of training for HODs (Bambi, 2012; Fitzgerald, 2009; Fitzgerald, Gunter & Eaton, 2006; Thorpe & Bennet-Powell, 2014). HODs require training before appointment and during their occupation of the position. This research argues that the barriers can only be minimised or overcome by proper preparation for the position, continuous development and life-long learning. When barriers are well addressed, HODs become enablers.

The HOD is an internationally recognised school leadership position. It was therefore important to have some discussion on what responsibilities HODs in other countries had, what their challenges were and what was being done to develop them.

## **1.2 International context of HOD**

Although they have different titles in different countries, HODs have been used internationally as part of the management structure of the school (§ Chapter two). HOD roles have evolved over time and across the globe. Their leadership responsibilities in schools are becoming more complex by the day (Mampane, 2017). Mampane (2017, p. 143) continues to mention that the school principals cannot handle school leadership alone anymore. The achievement of learners and the effectiveness of teaching and learning rely on the effective leadership and management of HODs, which in turn requires them to be well prepared and trained for the role. The need for training cannot be attributed to one country such as South Africa, but across the globe, as discussed in Chapter Two and throughout this research. The research focuses on the nature, content and structure of curriculum leadership training programmes for HODs in secondary schools. The leadership and management programmes afforded to HODs would be helpful in identifying what should be taken into consideration for leading and managing educators and learner performance by HODs (Javadi et al., 2017; Mampane, 2017). The skills gained by HODs from the training programmes would assist them in carrying out their work with confidence and determination as they would know what they are doing and what they want out of particular activities.

### **1.2.1 Changing roles of HOD**

Studies about HOD roles internationally show that the roles of HODs are changing (De Lima, 2008) (§ Chapter two). In the United States of America (USA), the HOD has to perform what is seen as traditional or routine managerial roles, such as to provide resources, maintain departmental budget, ordering supplies, and assigning teachers to classes (Flores & Roberts, 2008; Mercer, D. & Ri, 2006). Changes in HOD roles can also be realised in other countries like Australia, Kenya, Trinidad and Tobago, Malaysia and the United Kingdom (UK), some of which are highlighted by findings from a growing body of research, which in turn indicates a move toward increased expectations for HODs to take on greater leadership and managerial responsibilities at the subject department and even whole school level (Javadi et al., 2017; Mampane, 2017; Ogina, 2017; Seobi & Wood, 2016). A number of studies have noted that, along with traditional roles related to resource management, HODs in the USA and England have the added responsibilities to primarily focus on greater accountability for the quality of teaching-and-learning in departments and involvement in the wider school context, including strategic planning and support of school-level aims (Aubrey-Hopkins & James, 2002; De Lima, 2008; Dinham, 2007; Feeny, 2009; Javadi et al., 2017; Mampane, 2017; Mayers & Zepeda, 2002; Ogina, 2017; Seobi & Wood, 2016; Zepeda & Kruskamp, 2007). The greatest expectations regarding accountability will require HODs to become more involved in the evaluation, monitoring, and/or development of colleagues; roles which HODs in the past have indicated they had little time for and were reluctant or ill-prepared to play (Lárusdóttir & O'Connor, 2017; Leithwood, 2016; Thorpe & Bennet-Powell, 2014). There is actual expansion in the roles of HODs and not simply increased expectations for the HOD position (Mampane, 2017; Ogina, 2017; Seobi & Wood, 2016).

HODs curriculum leadership is central to the HOD's day to day operation in New Zealand (Stephenson, 2010) for they have to oversee what teachers and learners are engaged in their classrooms. Studies conducted in the USA show HODs have to provide curriculum vision for their departments and develop strategies to improve teaching-and-learning (Klar, 2012). In England the English National College for Leadership (NCSL) maintains that the HOD has to lead and manage the curriculum by the following: modelling and being exemplary in how to implement curriculum; monitoring what is going on in the classrooms; engaging in dialogue through talking and listening to colleagues on curriculum matters; and setting structures and systems of implementing, evaluating and analysis of the curriculum (NCSL, 2007). The Australian requirement for curriculum leadership is that the HOD manages the curriculum by doing assessment, recording, reporting, monitoring and evaluating the curriculum (Independent Schools Queensland, 2015).

Literature indicates that there has been changing expectations for the roles of HOD over time (DeAngelis, 2013). The HOD is expected to increasingly take a greater leadership responsibility for their department and even the school (Bennett, Woods, Wise & Newton, 2007). A number of studies have noted these greater expectations regarding accountability that require HODs to become more involved in the evaluation, monitoring, and development of colleagues. It is therefore clear that the HOD has much to deal with every day, suggesting that the HODs need training and development to keep pace with, and remain current, in the latest developments in education leadership (Javadi et al., 2017; Mampane, 2017; Seobi & Wood, 2016)

The lack of literature about HODs in South Africa in general indicates that there is also a dearth of training programmes for HODs. It is also a minimal indication of what HODs in South Africa are expected to do and how they are trained and developed, if they receive any training or development, except what is found in the PAM document of the Employment of Educators Act, 76 of 1998 (South Africa, 1998), where the roles and responsibilities of HODs are outlined. This study investigated the curriculum leadership training programmes of HODs in secondary schools (§ Chapter four) and developed a training programme that will assist the HODs in their curriculum leadership (§ Chapter six).

### **1.2.2 Preparation for the role of HOD**

Atebe (2009) asserts that, because of the importance of the position, internationally an HOD must undergo proper preparation before assuming the position of curriculum leadership to lead the curriculum activities in a department, phase or subject. Preparation should include exposure to all the roles that the HOD will play once promoted, and also emphasise having a successful teaching experience. HODs must also demonstrate that they possess the training and skills appropriate to their subject groupings and leadership qualities for positions of leadership for which they are applying (Atebe, 2009; Maingi, 2015). It is critical to note that Maingi (2015) and Atebe (2009) emphasise the importance of training as a way of preparing an HOD by stating that it is professionally and economically indefensible to appoint HODs to fill a position as complex and demanding, and then to simply leave them there to fend for themselves as best they can.

There is little done to prepare teachers for the role of HOD in South Africa, as there is inadequate planning and provision of in-service training for the strategies and competencies required and minimal research in this important field (Bambi, 2012). According to Bambi (2012), it is blindly assumed that some teachers would, by sheer luck, progressively be assimilated into senior positions through practice and experience, even though they were not well prepared for

positions such as that of HOD. There is a rapid change towards provisioning of training and development for HODs, particularly in the western countries (Leithwood, 2016).

The UK has a training programme for HODs (§ Chapter Two). The training programme is a prerequisite for every aspiring HOD to undergo before they can be promoted. In the United Kingdom, the Teacher Training Agency (TTA) formed under the Education Act 1994 (United Kingdom, 1994) and relaunched as the Teacher Development Agency (TDA) under the Education Act 2005 (United Kingdom, 2005) explored the nature, scope and impact of professional development and training opportunities available to HODs in England and Wales (Thorpe & Bennet-Powell, 2014). Its central purpose was to identify the types of professional development and training opportunities that were most effective in changing HODs practice within the school and classroom context (Bush, 2018) while providing strategic direction and wide ranging oversight of funding for the initial training and the continuing professional development of HODs.

### **1.2.3 The South African context**

The South African context is a little different from that of the UK and the USA and other developed countries, as South Africa has not yet developed a formal qualification for the HOD (§ Chapters Two and Five). There is no formal HOD training required to be appointed as an HOD in South Africa. Presently leadership training and development focuses mainly on school principals with the introduction of the Advanced Certificate in Education in School Leadership (ACE) (Bush & Glover, 2009), which will in future become a requirement for promotion to become school principal. The ACE has also been phased out and was replaced by the Advanced Diploma in Education (ADE) which would in future become a requirement. There are, however, general programmes on leadership that individuals may register for with different universities for personal development. In South Africa, the South African Council for Educators (SACE) has introduced a Professional Development Plan (PDP) for all teacher levels including the HODs. SACE approved the Continuing Professional Teacher Development (CPTD) implementation plan in November 2012. The HODs fell under the 2<sup>nd</sup> cohort whose cycle started from January 2015 – December 2017 and thereafter every three years. The HODs will be in a position to drive their own professional development through activities and reporting, guided by the SACE guidelines. The HODs will be in a better position to support their staff on the implementation of the CPTD system.

The South African context requires expertise in a subject in order to be appointed to position of HOD (Mampane, 2017; Ogina, 2017; Seobi & Wood, 2016). Teaching experience is also cited as important (Dinham, 2007) as an HOD has to have knowledge of the content and teaching

skills of the subject. Poultney (2007) postulates that teachers, HODs, and principals all perceived teaching and leadership ability, as well as mastery of subject matter, to be more important for HODs than the amount of time spent in the profession. Other favoured attributes included knowledge of the subject, management skills, and strong interpersonal skills (Leithwood, 2016). Poultney (2007) explicitly cited HOD level of academic preparation, indicating that graduate study was less important than HODs abilities to teach, lead, and manage. It is, however, noticeable that the training and development provision for HOD in schools has, to date, been relatively limited (Mampane, 2017). Earlier research reports suggest that many new heads of department seemed to be ill prepared for the role and that few training programmes were available for aspiring or new HODs, although some improvements have been done lately (Adey, 2000).

The teacher appointed in an HOD position should possess a minimum qualification of Matriculation plus a three year teacher qualification (M+3) with a Relevant Education Qualification Value (REQV 13), (PAM, 1999). The HOD is expected to have at least three years of actual teaching experience in the subject or subject group, as well as appropriate experience (PAM, 1999) which include knowledge, skills and attitude in the subject group. The teacher should understand the context and conditions of the school (PAM, 1999). These requirements are still applicable today and the need to change them cannot be overemphasised.

In order to meet the new demands of HOD curriculum leadership, a much more coherent way of development in the form of a comprehensive training programme for HODs is long overdue (§ Chapters two, five and six). This research explored the HODs curriculum leadership in secondary schools and the training opportunities needed to prepare them sufficiently for their curriculum leadership. In order to do so a problem statement was developed.

### **1.3 Problem statement**

The research sought to explore what the current nature, content and structure of curriculum leadership training programmes of the HOD in secondary schools entail. In secondary schools, HODs are uniquely placed to influence the quality of teaching-and-learning within their subject areas (Albashiry et al., 2016; Ogina, 2017; Seobi & Wood, 2016; Shaked & Schechter, 2017). As team leaders, they have powerful influence over classroom practice and are important gatekeepers to change and development within the subject or phase (Rosenfeld, Ehrich & Cranston, 2008). In the South African context, the Integrated Quality Management Systems (IQMS) has extended the responsibilities of HODs in that they have a major role to play in assessing and monitoring the performance of others (Queen-Mary & Mtapuri, 2014).

The most important aspect that falls under the responsibility of an HOD is the fact that they need to be experts in the content knowledge of the subject, as well as being skilled in leading the curriculum (Ogina, 2017) and be in a position to lead the pedagogy of their subjects or departments (Seobi & Wood, 2016). Strategic curriculum leadership is likely to lead to more effective teaching-and-learning practice, as Cardno and Collet (2003) reiterate that a more organised person is likely to have better outputs. Curriculum leaders should have the curriculum insight and the transformative ability to enhance student achievement in schools (Mampane, 2017; Ogina, 2017). Clarke (2007) concurs that HODs have an increasingly important role in managing the teaching-and-learning of their subject teams and need to be supported by senior management teams in developing their leadership skills. Curriculum leadership is characterised as a focus on teaching-and-learning and on the behaviour of teachers in working with learners (Paranosic & Riveros, 2017). Bush (2003) accentuates important aspects that need to be in place before the HOD is appointed: The HOD has to receive appropriate training and must be capable and ready to fulfil the important and extremely demanding role of HOD. Javadi et al. (2017) and Kasim et al. (2015) emphasise the fact that the HODs have a very complex and demanding profession and they need to have a clear understanding of the responsibility that is linked with said profession. In most situations teachers are not prepared to fulfil their roles as curriculum leaders (Mestry & Khumalo, 2012; Schmidt & Mestry, 2019; Smith, Mestry & Bambie, 2013). In other words, HOD's are expected to be accountable and knowledgeable of their role and the influence it has on learner academic performance but they have received no training in this field.

Gurr and Drysdale (2012) posit that there is a body of work done on the roles of HOD though it has not captured the research interest it deserves yet, and that more needs to be done to research and the curriculum leadership of an HOD. Busher, Hammersley-Fletcher and Turner (2007) added that it is difficult to pin down the HOD job descriptions and responsibilities. The dearth of literature on clear HOD roles is in stark contrast with that of school principals, which remain prevalent because of the assumed importance of the role of the principal (Javadi et al., 2017). Apart from England, Canada, France and Scotland and other developed countries' initiatives on providing professional development for HODs (Bush, 2008a), literature also reveals a paucity of research in the training programmes of HOD (Stephenson, 2010).

There is a need to explore, describe and analyse the curriculum leadership and training needs of the HODs in secondary schools (Dragomiroiu, Hurloiu & Mihai, 2014; Hammond & Churchill, 2018; Harris & Jones, 2017). A lacuna on limited training programmes of HODs has been identified (Aguinis & Kraiger, 2009; Blume, Ford, Surface & Olenick, 2017; Chepkole, Koross & Kiptoo-Tarus, 2017; Dragomiroiu et al., 2014; Hammond & Churchill, 2018) (§ 5.2.5.12). This

study will try to close this void by exploring the training needs of HODs and what training programme can be implemented to develop HODs' curriculum leadership abilities.

HODs are appointed to their positions without prior training (Shaked & Schechter, 2017). Promotion to an HOD post at a secondary school in South Africa is very simple and is offered as a reward for loyalty, long service, or convenience (Kotze, 2002). When a teacher becomes HOD it usually leads to frustration, as the teacher was unaware of the demands of the position (Turner, 2000). Unrealistic expectations may lead to stress (Bambi, 2012). Bush (2008a) agrees that leadership requires a specific training and a formal qualification before a leader can function optimally in a leadership position.

The training opportunities for an HOD in a school have, to date, been relatively limited (Shaked & Schechter, 2017). In earlier research Hattie (2003) and Collier, Dinham, Brennan, Deece and Mulford (2002) identified the dearth of research into HOD roles and they highlighted the inadequate preparation for the role as HOD.

It is evident that the HOD's role of curriculum leadership is vital in the school as an organisation. It is however clear that there is a scarcity of training and preparation of HODs for curriculum leadership. The purpose of the study was to explore the current nature, content and structure of curriculum leadership training programmes for HODs in secondary schools, identify the barriers and enablers HODs face in carrying out their curriculum leadership responsibilities, and to develop a training programme that will enable the HODs to be prepared for curriculum leadership.

#### **1.4 Rationale for the study**

At this point in the South African context, HODs are to an extent made aware of their duties and responsibilities as outlined in PAM (South Africa, 1999) and EEA (South Africa, 1998). Many researchers here and abroad have revealed in their findings on curriculum leadership of HODs that HODs were not ready for the curriculum leadership due to lack of proper training and development (Amos, Ristow, Ristow & Pearse, 2008; Ogina, 2017; Paranosic & Riveros, 2017; Shaked & Schechter, 2017; Stephenson, 2010). It is apparent that there is lack of training opportunities for HODs (Amos et al., 2008).

The HODs need training for work for which they seem unprepared or that they do not know what to expect (Bush, 2018; Paranosic & Riveros, 2017; Shaked & Schechter, 2017). Researchers such as (Bambi, 2012) concur that many new HODs seem to be ill-prepared for the role and that few curriculum leadership training programmes were available for aspiring or

new HODs. However, Seobi and Wood (2016) postulate that HODs are expected to be accountable and knowledgeable of their role and influence learner performance.

The study identified HODs curriculum leadership in secondary schools and developed a training programme that would assist in preparing the HODs for their future role as curriculum leaders in secondary schools. The purpose, research questions and aims were also explored below.

## **1.5 Purpose, research questions and aims**

The purpose, research question and aims assist the researcher to keep focus on what is researched and also to give direction on what to look out for when doing empirical research, as well as what to look out for during interaction with the participants and the phenomena which is researched (Merriam & Tisdell, 2016; Thomas, 2017).

### **1.5.1 Purpose of the study**

The purpose of the study was to explore the nature of current curriculum leadership training programmes for the HOD, to explore the HOD perception of curriculum leadership in secondary schools, to identify the barriers and enablers HODs face in carrying out their responsibilities as curriculum leaders, and to determine what training programme can be implemented to develop the HOD curriculum leadership.

### **1.5.3 Main research question**

The main research question was:

- What is the current nature, content, and structure of HOD curriculum leadership training programme in secondary schools?

### **1.5.3 Sub research questions**

The research sought to answer the following sub-research questions:

- How do HODs perceive curriculum leadership in secondary schools?
- What are the barriers and enablers HODs face in their roles as curriculum leaders?
- What training programme can be implemented to develop HODs' curriculum leadership?

### **1.5.4 Research aims**

The research aimed:

- To explore the current nature, content and structure of HODs' curriculum leadership training programme in secondary schools.
- To explore how HODs perceive curriculum leadership in secondary schools.
- To explore the barriers and enablers HODs face in their roles as curriculum leaders.
- To explore and develop a training programme that can be implemented to develop HODs in effective curriculum leadership.

## **1.6 Theoretical framework**

The research was based on Chen and Chang (2006) *Whole Teacher Approach to Professional Development Theory (PDT)*, which targets multiple dimensions of teacher development (§ Table 1) and Zhao (2010) *School Knowledge Management Framework and Strategies – The New Perspective on Teacher Professional Development as an improvement strategy to the professional development of HODs in order for them to become better curriculum leaders and managers* (§ Table 2).

The leadership theories that framed this study were the managerial development and performance theories. These theories can help scholars understand and make predictions about leadership practices in all types of organisations, including secondary schools (Hernandez, 2013; Miller, 2009). Curriculum leadership is important for reforming and improving schools; yet, there is no clear definition of what it actually means (Alig-Mielcarek & Hoy, 2005; Mitchell & Castle, 2005).

It was however very important to note that in most countries the HODs are not trained to perform the curriculum leadership roles they are employed to do (Shaked & Schechter, 2017). This research will therefore explore the current nature, content and structure of curriculum leadership training programmes of heads of department in secondary schools with the aim of preparing and improving the HODs curriculum leadership roles.

Chen and Chang's (2006) approach has multidimensional, domain specific, integrated and developmental characteristics. The multidimensional characteristic of the approach targets educator attitudes, skills and practices, offer multiple ways to learn and develop, and accommodate diverse teacher needs and motivation. The mentioned aspects are also applicable to the HOD training needs (§ Chapter Three).

The approach is domain specific as the training objectives are based on content and performance requirements of specific professional development domains for the HOD. Chen

and Chang (2006) uses an integrated approach where instructional strategies facilitate dynamic interrelationships among attitudes, skills and practices. The instruction of the approach engages the whole teacher, rather than limiting the learning process to narrow, isolated goals. The approach is also developmental as it uses programmes that support teacher growth from novice to expert levels of proficiency, promoting continuous growth.

Zhao's teacher professional development approach is fused with school knowledge management, putting the school at the centre of PTD activities. The approach is divided into two levels, which are further subdivided as mentioned on the table above and discussed below.

The first level is the school management, which is divided into leadership and administration. The HOD requires a level of training in leadership and administration that will lead to a learning school which can be realized through clear assessment mechanisms, a good learning culture, cooperation and sharing and information systems that function well, which are in turn the hallmarks of performance management. A training programme that is well developed will support the school's PTD, which will lead to a learning school. Thus, the HODs require a training programme that will develop knowledge management that will support the learning school.

These theories were important for the study, as they helped in exploring and describing what the nature, content and structure of current HOD training programme are, with regards to curriculum leadership, identifying the barriers and enablers HODs faced in their roles as curriculum leaders, and to develop a training programme that can be implemented to develop HODs in effective curriculum leadership.

## **1.7 Research design and methodology**

Through the research design the researcher described the procedures through which the research would be conducted. The research design is a blueprint of the study with the aim of providing credible results for the study (Thomas, 2017). The research must contain a research design to assist the researcher in exploring the researched phenomenon

### **1.7.1 Research design**

The purpose of the research design was to provide the most valid and accurate possible answers to the main research question (Creswell, 2007). Trafford and Leshem (2008) add that a research design describes and explains how the researcher devised a strategy to approach and undertake the investigation that is presented in the thesis (§ Chapter four).

This research followed a qualitative design. It was interactive, as there were in-depth semi-structured interviews where the researcher interviewed and interacted with HODs and principals at schools, as well as education officials at sub-district level, asking questions that entailed their real life or natural environment (Merriam, 1998; Merriam & Tisdell, 2016). Qualitative research involves the systematic collection, organisation, and interpretation of textual material derived from talk such as interviewing or observation. It is used in the exploration of meanings of social phenomena as experienced by individuals themselves, in their natural context (Merriam & Tisdell, 2016; Moser & Korstjens, 2018; Neuman, 2011; O'Reilly & Kiyimba, 2015).

The research followed a phenomenological mode of inquiry. Phenomenology aims to contribute to greater understanding of the lived experiences of individuals as HODs. They were studied to understand how they experienced the phenomenon of curriculum leadership (Ogina, 2017; Seobi & Wood, 2016). The research was exploratory and descriptive in nature (Merriam & Tisdell, 2016; Thomas, 2017) as it explored, documented and described the curriculum leadership of HODs in secondary schools (O'Reilly & Kiyimba, 2015). The phenomenology mode of inquiry aided the research in the development of a training programme that can be implemented to develop HODs' curriculum leadership capabilities.

The justification for a phenomenological study was to understand people's insights, viewpoints and understanding of a particular phenomenon (Merriam & Tisdell, 2016; Thomas, 2017). Phenomenology involves researchers approaching a phenomenon with fresh perspective, as if it is for the first time, through the eyes of the participants who have direct, immediate experience with it (Hays & Singh, 2012; Thomas, 2017). The phenomenological mode of investigation assisted the researcher to determine the participants' personal expectations and needs in their specific school contexts with regard to the nature, content and structure of curriculum leadership training programmes of HODs in secondary schools. The research also had to follow a particular research methodology for clear articulation and clarity of how the aims were to be achieved.

### **1.7.2 Research methodology**

For the purpose of this research a qualitative research methodology was followed (§ Chapter four). The goal of this researcher was to generate exploratory data, which is also the goal of qualitative research (Hays & Singh, 2012; Merriam & Tisdell, 2016). A qualitative methodology is interpretative and constitutes an interactive dialogue which happens between the researcher and the participants. During the process of interaction between the researcher and the participant, the participant's world was discovered and interpreted by means of qualitative

methods (De Vos, Strydom, Fouche' & Delport, 2011; Merriam & Tisdell, 2016; Patton, 2002; Thomas, 2017).

Data of qualitative inquiry consist most often of the words and actions of people and thus requires methods that allow the researcher to capture language and behaviour (Thomas, 2017) and transform inferences and group ideas into emerging themes (Merriam & Tisdell, 2016). The researcher used interviews as a means of data generation. An interview provides access to what is inside a person's head, makes it possible to measure what a person knows (knowledge and information), what a person likes or dislikes (values and preferences) and what a person thinks (attitudes and beliefs) (Merriam & Tisdell, 2016).

The researcher was a participant-observer. He employed semi-structured interviews through a phenomenological approach (De Vos et al., 2011). Qualitative research involves a deeper exploration from the point of view of the participants. This method was implemented and utilized by posing questions to HODs and principals of the sampled schools, as well as education officials, to understand the particular phenomena under study. The qualitative research method studies the 'how' of things and not just what, where and when. This is why the qualitative approach is more appropriate in exploratory and descriptive research (Marshall & Rossman, 2011). It focuses more attention on smaller rather than large samples to enable in-depth analysis. Qualitative research constantly builds a comprehensive, holistic picture, analyses words, reports detailed views of participants and conducts the study in a natural setting (Maree, 2007). The researcher scrutinised the literature in order to be abreast of the research that has been done on the nature of the content and structure of curriculum leadership training programmes of HODs.

### **1.7.3 Literature study**

The literature study assisted the researcher to consider the critical points of current knowledge, including substantive findings, theoretical and methodological contributions (Merriam & Tisdell, 2016; Thomas, 2017) as well as to identify gaps in the knowledge of the particular research topic (Creswell, Klassen, Plano Clark & Clegg Smith, 2011). The literature review included various literature sources such as books and articles in reputable scholarly journals and professional publications pertaining to the research topic. Various databases such as Google Scholar, ERIC, Pro Quest, Academic Search Premier, SABINET, JSTOR, EBSCO Host, as well as the World Wide Web (WWW) were consulted. Furthermore, the latest and most relevant empirical studies (dissertations and theses), as well as national and international conference papers, were reviewed. The philosophical orientation was also very important for this research

as it aided the researcher to shape the direction of the research, support his argument on the researched phenomena and guided him to choose the design, methods and methodology.

#### **1.7.4 Philosophical orientation**

The researcher selected the interpretivist paradigm, because it can offer a perspective and analyse the situation under study (§ Chapter four). The analysis provided insight into the way in which a particular group of people make sense of their situation or phenomena they encounter (Grossoehme, 2014). Its greatest strength is the richness and depth of explorations and descriptions it yields (Merriam & Tisdell, 2016; O'Reilly & Kiyimba, 2015; Thomas, 2017). During the inquiry the researcher became the instrument through which data was collected and analysed (Hays & Singh, 2012). The researcher was aware of the critique that is levelled against the interpretivist research paradigm of it being subjective and it failing to generalise its findings beyond the situation under study. The latter was dealt with in detail in the sections under trustworthiness in chapter four of this research.

The central undertaking in the context of the interpretive paradigm is to understand the subjective world of human experience (De Vos et al., 2011; Merriam & Tisdell, 2016; Thomas, 2017), i.e. to begin with individuals and set out to understand their interpretations of the world around them, (Cohen, Manion & Morrison, 2011). Interpretive approaches focus on action (O'Reilly & Kiyimba, 2015). The main idea is to understand human experiences (Ormston, Spencer, Barnard & Snape, 2014). To retain the integrity of the phenomena of the current nature, content and structure of curriculum leadership training programmes for HODs in secondary schools being investigated, efforts were made to get inside the person and to understand them from within. The aim of the research was to explore the current nature, content and structure of HODs' curriculum leadership training programmes in secondary schools and to look into what training programmes could be implemented to develop them. The interpretive approach type of inquiry lends itself to a qualitative approach that is aligned with interpretive theory (De Vos et al., 2011; Merriam & Tisdell, 2016; Thomas, 2017).

Thus the purpose of this study is to understand the HOD perception of curriculum leadership in secondary schools, to identify the barriers and enablers HODs face in carrying out their responsibilities as curriculum leaders and to determine what training programme can be implemented to develop the HOD curriculum leadership. Due to the vastness of the population of the possible participants, it was necessary to work from a sample frame as not all members of the population could be included in the research.

### **1.7.5 Sampling**

Sampling is the process of selecting a portion of the population for the purpose of the enquiry. Sampling means to make a selection from the sampling frame in order to identify the people or issues to be included in the research. A sample is also described as a portion of the elements in a population (Creswell, 2014). It is therefore a representation of a population (De Vos et al., 2011; Merriam & Tisdell, 2016; Thomas, 2017).

Purposive sampling was used for this research. Purposive sampling is sampling where the units are chosen because they have particular features or characteristics which enable detailed exploration and understanding of central themes and puzzles which the researcher wishes to study (Ritchie & Lewis, 2003). This mode of sampling involves the researcher hand-picking the participants based on exact characteristics in order to develop a sample that is large enough, yet still possesses the required traits (Merriam, 1998). The participants were selected because of some defining characteristic that made them unique data-holders imperative to the study (Patton, 1990). On the basis of the researcher's knowledge about the population, a judgement is made about which participants should be selected to provide the best information to address the purpose of the research (White, 2005). The participants were selected for this research because they were information-rich participants. The participants were able to give information on curriculum leadership of HODs in secondary schools that were sampled in the Bojanala Education District in the North-West Province, South Africa. The participants were information rich as they are involved with the work of curriculum leadership on a daily basis. They were therefore relevant to this study.

Convenient sampling was also applied (Moon, Brewer, Januchowski-Hartley, Adams & Blackman, 2016). The sampling strategy was used because of ease of access (Merriam & Tisdell, 2016). The research took place in schools with HODs. This is because the researcher was familiar with the schools in the district of research and had the understanding of the geography of the area (Moon et al., 2016).

The Bojanala Education District (BED) is a vast district and is divided into two sub-districts – Bojanala East (BE) and Bojanala West (BW) with two district managers to make it easy to manage. It is the biggest education district in the North-West Province. Like most parts of the North-West Province, Bojanala District is mostly rural. The researcher carefully selected schools in the Bojanala District with participants with exact characteristics that matched the researched phenomena to develop a sample large enough yet possessing the necessary rich information for the search (Thomas, 2017). The researcher selected certain schools because of his familiarity with the district and phenomenon of research.

The following sampling selection criteria were to be met for the HOD to be included in the study as a participant (§ Chapter Four):

Participants must be/have:

- HODs in a secondary school
- Willing to voluntarily participate in the study
- Three years and more of experience as HOD

The schools had to be secondary schools in the BW district.

HODs with three years and more work experience were selected for the research. The HODs were subjected to open-ended interviews. Because of the nature of this study and the anticipation of the problems that may be associated with the availability of a sample, sampling would be done until a saturation was reached (Lincoln & Guba, 1985; Thomas, 2017). Six schools were selected and two HODs and the principal were selected to be interviewed at each school. The researcher anticipated that there wouldn't be sufficient HODs with the required experience in the sampled schools and planned to continue with the available ones as long as the required information was received during the interview process and such HODs were willing to participate in the research. The education officials were also interviewed at their work places for their comfort and convenience, and for saving on travelling time and expenses.

#### **1.7.6 Data collection**

The research used semi-structured interviews as the main method of data collection (Merriam & Tisdell, 2016). The interviews assisted the researcher to clear up all misconceptions that emanated during the interview by constantly asking the participants to repeat where it was not clearly audible, made follow-up questions and probed deeper for more information where there was a need to do so (Cartledge, Feldman, Bray, Stub & Finn, 2018; Creswell, 2013; Moon et al., 2016; O'Reilly & Kiyimba, 2015).

The interviews were conducted with HODs, principals and education officials and audio-recordings were generated and later transcribed and used for data analysis purposes. Field notes were taken for later corroboration of the analysed data. An in-depth discussion of the semi-structured interviews which were open-ended in nature is discussed in chapter four (§ 4.6.1). Collected data also needed to be analysed to realise the aims of the research.

### **1.7.7 Data analysis**

Data analysis is the process of observing patterns in the data, asking questions of those patterns, constructing conjectures, deliberately collecting data from specifically selected individuals on targeted topics, confirming or refuting those conjectures, then continuing analysis, asking additional questions, seeking more data, furthering the analysis by sorting, questioning, thinking, constructing and testing conjectures (Hays & Singh, 2012).

During the process of analysis the researcher took all the collected data from interview transcripts and field notes to form a clearer understanding of the information (Creswell, 2014). Thematic analysis was used during the data analysis (Creswell, 2013). The researcher first tried to reduce the data by chunking it into summaries, memos, cluster of themes, codes and patterns (Maxwell & Miller, 2008). The researcher then coded the data by looking for specific words for which themes could be identified (Creswell, 2013). The researcher finally brought together the identified patterns in multiple data sources and methods and examined how categories or concepts related to the research questions and also to each other (Hays & Singh, 2012).

In order to address the research question, themes were compared, inferenced and tabulated for the purpose of interpretation (Creswell, 2003). The coding process was essentially one of organising and communication of the content in a manner that allowed for easy identification, indexing, or retrieval of content relevant to the research question (Gibbs, 2018). Data from transcripts was coded and grouped into themes. The researcher analysed and interpreted the data using Computer Aided Qualitative Data Analysis Software (CAQDAS) application Atlas.ti™, a computer-based qualitative analysis programme, due to its unique network building capacity. The analysed data was then checked whether it addressed the research questions and aims. The researcher was also participant in the data collection process.

### **1.7.8 Role of the researcher**

The researcher was an active participant as an interviewer and observer for field note taking purposes (Creswell, 2014). The researcher formed a vital part of the research (Hernandez, 2013) as data collection instrument (§ 4.6.3). The researcher recognised his bias, values and personal interests with regard to the research topic and processes (Creswell, 2013). The researcher acted as an observer, as he was interested in the reactions, expressions and emotions of the participants. The researcher asked questions, recorded responses and created a conducive atmosphere for the participants to act naturally. Because the researcher was immersed in the process of data collection as observer and interviewer, he was part of the data

generation (Bogdan & Biklen, 2007; Creswell, 2014; White, 2005). The researcher minimised the threats to the research validity by constantly checking whether it conformed to the prescripts of trustworthiness.

### **1.7.9 Trustworthiness**

The threats to validity in the research were minimized and trustworthiness enhanced by focusing on certain key issues by means of the multiple data collections methods applied in the study (Cohen, Manion & Morrison, 2007) (§ 4.7). The qualifying factors of trustworthiness are defined by a process through which the accuracy of the findings is determined (Creswell, 2014). Irrespective of the methodology adopted, it is critical to assess to what extent is it likely to be reliable and valid (Merriam & Tisdell, 2016). It is very important to keep validity and reliability in mind when doing research, because they are so crucial as they bring out the objectivity and credibility of the research (Merriam & Tisdell, 2016). Creswell, (2014) and (Thomas, 2017) proposes that 'trustworthiness' is an alternative to 'reliability' and 'validity' because of the ethics of respect for truth in an interpretive paradigm.

Lincoln and Guba (2002) and Shenton (2004) recommend certain strategies to help the researcher to ensure the trustworthiness of the findings. The researcher implemented the following strategies:

- Credibility (truth-value) relates to the researcher's ability to take all the complexities that present themselves into account and to deal with patterns that are not easily explained by giving a true and accurate account of the findings (Gay, Mills & Airasian, 2011). The question the researcher needs to answer is whether the findings reflect the reality and lived experiences of participants. In order to maintain credibility, the researcher ensured that the information obtained from participants was recorded and analysed accurately. Furthermore, the researcher used triangulation techniques such as multiple methods during the data collection and data analysis phase of the research to enhance credibility (Thomas, 2017). Additional strategies commonly integrated to establish credibility was included, such as the use of reflection or the maintenance of field notes of data (Creswell, 2014).
- Transferability (applicability) indicates to what extent the findings from the study are context-bound and whether they will apply to other settings, contexts or groups (Gay et al., 2011). To ensure applicability, the researcher presented sufficient descriptive information as well as context-relevant statements in this study that added value to future research. Additionally, the use of specific procedures for coding and analysis such

as symbols and signs during the data analysis phase helped to ensure transferability (Thomas, 2017).

- Dependability (consistency) refers to the stability of data, whether the findings will be consistent with future studies of the same kind, using the same subjects and similar contexts (Gay et al., 2011). In order to ensure dependability, the researcher safeguarded against researcher's theoretical position and biases (Thomas, 2017).
- Confirmability (neutrality) deals with the neutrality or objectivity of the collected data, the freedom from bias and subjectivity in the research procedures and findings (Gay et al., 2011). In order to achieve this, the researcher engaged in member-checking, which involved taking the interpretation and the descriptions of the data analysis back to the participants to verify their accuracy, credibility and authenticity (Brikci & Green, 2007). Furthermore, raw data such as field notes, tapes, transcripts and other documents compiled by the researcher during the data collection stage were kept safe by the researcher for later inspection by the supervisor or auditor if required (Thomas, 2017).

The researcher followed the guidelines above to ensure the research's trustworthiness. The researcher had to make some ethical considerations before undertaking the research.

## **1.8 Ethical aspects**

Ethics defines what is or is not legitimate to do or what moral research procedure involves (Creswell, 2014; Neuman, 2011; Trafford & Leshem, 2008) (§ 4.9). According to Thomas (2017), the ethics of science concerns the wrong or the right way in conducting research and that in the search for truth, the researcher's conduct must follow generally accepted norms and values. As the phenomenon of curriculum leadership was investigated in one of the spheres of human life, the researcher had to ensure that it was conducted in a morally acceptable way. The researcher had to adhere to a set of ethical principles guiding the researcher in conducting the study. According to Johnson, and Christensen (2008), the researcher had to guard against the fabrication, falsification, or plagiarism in proposing, performing, or reviewing research or reporting research results.

As ethical issues arise from interaction with other people, or other beings and the environment, the researcher ensured awareness of his obligations and responsibilities in conducting the research. Authors such as Thomas (2017), Creswell (2014) and Merriam and Tisdell (2016) define ethics as a set of widely accepted moral principles that offer rules for, and behavioural expectations of, the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students. The treatment of the research

participants was a basic issue that the researcher had to be aware of. The rights of the participants had to be guaranteed and the research had to be free of harm. The researcher obtained consent from the participants, after having informed them of the purpose, procedures, risks, benefits, alternative procedures and limits of confidentiality of the study. The researcher strictly adhered to confidentiality and the principle of full disclosure of information about the research (Merriam & Tisdell, 2016). The researcher sought permission from the following (§ 4.9):

- The Ethics Committee of the NWU who had to give approval for the research to be carried out (§ Addendum H);
- Department of Education of the North-West Province (§ Addendum J);
- Bojanala Education District Office (§ Addendum I);
- Rustenburg Area Office and Moses Kotane West Area Office who, together with the Provincial and District Departments of Education, had to grant permission for the researcher to conduct research in their school;
- Principals and School Governing Bodies of sampled schools who gave permission to access HODs and other school facilities and resources (§ Addendum D);
- Consent from HODs, principals and education officials who were participants (§ Addendum G).

The participants were made aware that their participation in the research was voluntary and that they had the opportunity to withdraw from the study at any time during the data collection process without the fear of being prejudiced against (Merriam & Tisdell, 2016). The researcher sought consent from the participants to record the interviews. The researcher also asked the participants for their permission to take part in the research. The researcher gave them consent forms to sign (Thomas, 2017). The researcher assured the participants that they would not be subjected to unusual and unnecessary stress and made to lose their self-esteem. Confidentiality of participants was maintained by ensuring that the information they provided did not reveal their identity. Information collected was treated confidentially by not making public connections between the participants and the data collected (§ 4.9) (Tilley & Woodthorpe, 2011). The researcher also adhered to requirements of reporting the findings in a complete and honest way. Care was taken to make sure that there were no disruptions to the sampled schools during the research process by conducting the research after hours or when the participants were available.

## **1.9 Contribution of the study**

This study resides under the research entity EDULEAD (Education leadership and management with the focus on leadership, management and governance for performance in diverse educational organisations). The study made a unique contribution to the expansion of knowledge on the curriculum leadership role of HODs in secondary schools and the development of a training programme for HODs in secondary schools. The HOD is critical to the effective curriculum leadership of the school in view of the urgent need to manage teaching-and-learning effectively in schools for better academic performance of learners. The body of knowledge arising from this study will assist the Department of Basic Education in using the training programme in training HODs in secondary schools.

## **1.10 Chapter division**

The structure of the research was arranged as defined hereafter with each chapter briefly explained. Chapter one is about the introduction to the study with the focus on giving the reader a window into what is expected in the research. In chapter one, the researcher gave direct cross references to the exact location of certain texts and in-depth discussion which appeared in other chapters.

Chapter two, which is the first chapter of the research's literature review, is about the HOD as curriculum leader. The chapter dealt with the background of the curriculum in South Africa prior to democratisation in 1994 and after 1994. The chapter also dealt with curriculum formats, purposes of curriculum in schools, curriculum leadership, the HOD as a part of the middle management of schools, roles of the HOD, the South African and international context of the HOD and the curriculum leadership of the HOD.

In Chapter Three the second part of the literature review is laid out. It is about the nature, content and structure of the HOD curriculum leadership training programmes in secondary schools, training and development, theories on training and development and the international and South African nature, content and structure of the HOD curriculum leadership training programmes in secondary schools were extrapolated on.

Chapter Four is about the research methodologies followed in carrying out this research. It deals with the research design, research methodology, gaining access to the research sight and participants, trustworthiness, reliability and validity of the research, data collection, analysis and interpretation and ethical considerations.

Chapter Five deals with the in-depth analysis and interpretations, and discussions of the research data. The chapter sought to test the research questions and aims against the analysed data. During the process of analysis and interpretations of the data, seven broad themes were discovered. These themes were the nature of curriculum leadership training programmes for HODs, types of training for HODs, structure of curriculum leadership training programmes for HODs, barriers experienced by HODs, enablers experienced by HODs, and perceptions of participants on the components to be included when designing curriculum leadership training programmes.

In chapter six, the findings of the research were discussed and a new curriculum leadership training programme for HOD was suggested and developed. The limitations and value of the study, personal reflections, proposed future research that relates to this study and conclusion of the study were extrapolated on.

# Chapter Two

## Head of Department as curriculum leader

### 2.1 Introduction

This chapter endeavours to achieve research aim two (§ 1.6.4) by exploring the Head of Department's (HOD) perceptions regarding curriculum leadership in secondary schools. The roles of HODs have moved from administrative to leadership and management (Glover, Gleeson, Gough & Johnson, 1998). The HODs play an important role of being a link and mediator between management and educators (Klar, 2012; Mercer, D. & Ri, 2006; Poultney, 2007) as they bridge the gap between School Management Teams (SMT) and the teaching staff. This positions the HODs in uncomfortable situation as they have to please both management and educators, have responsibility as leader and manager, as well as be knowledgeable subject teachers in the classroom (Smith. & Winter-Irving, 2009). Among the most notable leadership and managerial roles the HODs have to fulfil is that of monitoring and evaluating the implementation and performance of the curriculum and reporting to both educators and the SMT (Bush & Glover, 2009).

The HOD works closely with the curriculum and should therefore have a certain level of knowledge and skills of curriculum leadership and management in their schools (Bolam & Turner, 2003). The knowledge and skills acquired through training and experience enable the HOD to manage and oversee curriculum implementation in schools. Like any other leadership role, the HOD's curriculum leadership role has negatives and positives in the form of barriers and enablers (Rudhumbu, 2015). The research endeavours to explore the enablers and barriers of the HOD's work through answering sub-research question two (§ 1.6.4), which seeks to investigate the barriers and enablers HODs face in their roles as curriculum leaders (Mafora & Phorabatho, 2013). By exploring the enablers and barriers, the researcher will have a clear understanding of which areas of the HODs need to be developed and require training in order to effectively fulfil their various roles. Training is a serious requisite for the HODs in executing their roles successfully (Kosgei, 2015). To address research aim three (§ 1.6.4), the chapter will undertake to identify the barriers and enablers HODs face in their roles as curriculum leaders. Research aim one (§ 1.6.4), which seeks to explore the current nature, content and structure of HODs' curriculum leadership training programme in secondary schools, will be deliberated on in chapter four of the research (Leithwood, 2006), while research aim four (§ 1.6.4), which seeks to explore and develop a training programme that can be implemented to develop HODs in effective curriculum leadership (Phasha, Bipath & Beckmann, 2016), will be extrapolated on in chapter eight.

This chapter also aims to conceptualise the meaning of curriculum, curriculum formats, the purpose of curriculum, leadership and education leadership, as well as how HODs lead and manage curriculum in secondary schools. The conceptualisation is important to formulate the theoretical framework of the study (Ngulube, Mathipa & Gumbo, 2015). The conceptual framework provides an explanation of the phenomenon or phenomena under study (Jabareen, 2009), assisting the reader to understand the basis of the study and formulate a relationship among the various concepts and their relation to the study.

A comparison of similarities and differences of international perspectives of the HOD curriculum leadership from countries such as the United Kingdom, Australia, Malaysia, Kenya, Trinidad and Tobago and Canada will be drawn and deliberated on. The selection of these countries is based on their representability around the globe. In looking at the differences and similarities, this chapter will further undertake a discussion of the South African context of HOD curriculum leadership roles and compare it with the international context of the countries mentioned in the preceding statements, in order to develop a sense of what HODs in other countries do to practice their curriculum leadership. The literature review will be based on leadership as social construct (§ 1.6.4), and leadership as an organisational (§ 1.6.4) construct in order to understand how leadership is developed within groups of people and within organisations. An elaborate discussion of leadership will follow in section three of this chapter. The two theories (§ 1.6.4) will assist in developing an HOD training programme suitable to contexts of various schools and individuals.

The new political dispensation in South Africa has brought with it lots of social, economic and curriculum changes (Badugela, 2012; Du Plessis & Marais, 2015; DBE, 2009b) It is therefore of utmost importance that education and curriculum changes in the country are discussed as the changes impact directly on the responsibilities of the HOD who, like all educators, need training to cope with the rapid curriculum changes that occurred in the country since 1994. Curriculum is at the centre of the HOD leadership roles. It is important to elucidate on what curriculum is, how it is perceived and what it means to the observers.

## **2.2 Curriculum**

The aim of this section is to clarify and get a mutual understanding of the term *curriculum* for this research. The term *curriculum* seems to be difficult to conceptualise, as there are numerous definitions (Glathorn, Boschee & Whitehead, 2009). The definition of *curriculum* can be presented in numerous formats and meanings (Ornstein & Hunkins, 2013), as the definitions are usually based on its intentions and who defines it at a given moment (Glathorn, Boschee, Whitehead & Boschee, 2012; Middlewood & Parker, 2009; Ornstein & Hunkins, 2013). The

United Nations Educational, Scientific and Cultural Organisation (UNESCO) argues that definitions of curriculum can range from specific and precise interpretations to broad, comprehensive interpretations which include virtually every aspect of the full education system (UNESCO (United Nations Educational Scientific and Cultural Organisation), 2016). Curriculum usually refers to teaching and learning activities and experiences which schools provide (DoE, 1993), including the aims and objectives of the education system and specific goals of the school; the selection of content to be taught, how it is arranged into subjects, and what skills and processes are included; ways of teaching and learning, and relationships between educators and learners and the forms of assessment and evaluation used (Ness & Lin, 2013). The HOD, as head of an academic or subject department and leader of teachers in a school, has an important role to play (Ornstein & Hunkins, 2013) when the UNESCO definition is considered.

Ornstein and Hunkins (1998, p. 11) state that “curriculum can be viewed as a field of study or subjects and that curriculum can be defined as a plan for action or learners’ experiences at school”. Ornstein and Hunkins (2013, p. 9) further describe curriculum as a field of study with its own foundations, knowledge domains, research, theory, principles and specialists. Su (2012, p. 152) views curriculum as “a plan of what ‘seems to be considered greatly as what educators are going to teach and, in other words, what learners are going to learn’”. This definition is similar to Middlewood and Parker (2009) who define *curriculum* as a plan for achieving goals that has to be taken into consideration in academic activities of an organisation like a school (Ornstein & Hunkins, 2013, p. 8). Curriculum plans are usually presented in the form of documents which are used by implementers like HODs and educators as guidelines for the implementation of the curriculum (Van Zyl & Duminy, 1979). In addition, one can add to the definitions by asserting that curriculum is the combination and ordering of subjects required to complete at school level or grade (Stephenson, 2010). Teachers in general and HODs in particular, are part of a corps of professionals who are mainly focussed with the leadership and management of the implementation of the curriculum.

Ellis (2004) and Kelly (1999) postulate that curriculum is the body of knowledge transmitted to learners which takes place over a period of time. In South Africa learners attend school and receive knowledge and skills based on the curriculum over a period of twelve years. Although the expected time to be spent on a schooling period is twelve years, some learners do leave school earlier due to various reasons, such as dropping out and choosing to follow the Technical Vocational Education and Training (TVET) route where they study vocational skills. The assertion that curriculum is time-bound can be equated to the Latin word *currere*, meaning to run or to track race (Barrow & Milburn, 1990; Pratt, 1994; Su, 2012). In agreement with the

latter authors, Jacobs (2000, p. 97) states that a “curriculum is a course to be run” by learners over the time they spend learning.

Curriculum is also described as knowledge and skills learners are supposed to learn (Brown, 2006). The knowledge and skills are presented in the form of lessons and content. The lessons and content are offered in a school through courses, programmes or subjects (United States. Indiana Department of Education, 2010). Knowledge and skills are based on certain objectives and predetermined standards that learners have to reach. Every institution of learning, including schools, have sets of outcomes, goals and objectives they want to reach or achieve (Stephenson, 2010). The outcomes, goals and objectives are planned, presented and implemented over a period of time. The time can range from one to four years.

At some point, the curriculum has to be assessed to test its relevance and validity (Hoadley & Reed, 2012). An assessment of the curriculum skills and knowledge is done at the end of a term, grade, or phase through standardised activities or tests to determine whether learners are ready for the next grade or phase. Assessment is done at all levels of education, including schools where it is closely monitored by the HODs and School Management Teams (SMTs), districts, provinces and national Department of Education (Glossary of Education Reform, 2015). Marsh and Willis (2003, p. 7) define *curriculum* as: “the subject content in subjects that are taught in a school, that it is all the experiences learners have under the school guidance and also that curriculum is a total learning experience provided to learners to attain general knowledge and skills”. In resonance with Marsh and Willis, Ornstein and Hunkins (2013, p. 9) state that “curriculum can be defined as in terms of subject matter ... or content.” Ornstein and Hunkins (2013, p. 9) further contend that “we can talk about subject matter or content in terms of *grade levels*...” meaning that certain facts and concepts may only be taught at certain levels of school taking into consideration the development of learners in a grade.

Most countries prescribe the curriculum to be followed in schools (Hoadley & Reed, 2012). South Africa is no exception as the Curriculum Assessment Policy statements (CAPS) is designed and developed nationally (§ 2.2.3). The irony is that this is just an intention “as different schools with the same prescribed curricular seem to teach in such different ways and, in some cases, teach different things” (Hoadley & Reed, 2012, p. 31). Schools have different contexts like sizes of classes and disruptions that occur during curriculum delivery. In South Africa, an educator may have to abandon the aims of a lesson and concentrate on learner safety due to the unrest caused by learners outside the classroom who interrupt classes across the school, due to an issue they could not settle with the principal or on a matter they are not satisfied with, e.g. the type of punishment meted to late-comers.

From the various perspectives above regarding the definition for *curriculum*, the working definition for *curriculum* in this research shall mean the following: all activities that take place in a school for the purpose of learning including all learners' experiences which are planned and documented with the intention of developing the learners' general knowledge and skills (Ornstein & Hunkins, 2013). The choice of this definition is due to the fact that curriculum is a collection of activities for learners, occurring deliberately as they are planned and are concerned with the preparation of the learners' future. The HODs are central to the curriculum activities at the school as they have to oversee these activities.

In order to give a broader understanding of the concept *curriculum*, is it also essential to focus on the different formats that curriculum can be presented in.

### **2.3 Curriculum formats**

A format can be described as a layout or a plan. It can also be described as an arrangement, composition, configuration, form, pattern, scheme or even make-up of something (Oxford English Dictionary Online, 2018). For the purpose of this research, curriculum format can be described as the way in which the curriculum is arranged or set out as viewed by its users or audience, i.e. learners, educators, including HODs, and other stakeholders inside and outside the school, like office-based managers and subject specialists.

Curriculum can be presented in various forms depending on the audience and situation it is utilised for (Su, 2012). Marsh (2009) also postulates that curriculum can be presented in different formats including the explicit and formal formats. In the explicit curriculum format, learners learn something that is obvious to them. The learners are aware of the academic content of their school subjects and how it will be learned, e.g. the division of periods in a week and the sequence of topics they have to cover for a subject. The learners are made aware of the vision and mission of the school and the direction the school wants to take because each school has its own targets of performance. The learners are also aware of the outcomes of each subject and learning field (Ebert, Ebert & Bently, 2013) which are stated in the curriculum policies, text books and learner guides. Educators also contribute by echoing the outcomes to the learners. It will be indicated later in the study that the HOD has a specific role in coordinating staff and teaching aspects (§ 1.6.4). The ethos and culture of the school lead to a set of behaviours, attitudes and expectations that characterise the culture of the school which rubs off on the learner without being coerced (Ebert et al., 2013). The extra-curricular activities at school are not formal curriculum and not documented, but still form part of the development of the learner and is supportive to the formal documented curriculum.

The formal curriculum is that which is documented and should be followed by all the learners as it will be evaluated at the end of the term, year or phase (Ebert et al., 2013). A documented curriculum is found in documents such as textbooks, study guides for learners and educator guides. The formal curriculum is documented and presented in the form of a course of study.

Curriculum can be presented in more than one format (§ 2.4) and mean different things to different people (Coleman, Graham-Jolly & Middlewood, 2003; Marsh & Willis, 2007; Su, 2012). The literature review reveals that there are different forms of curriculum. Bilbao, Lucido, Iringan and Javier (2008), Booyse and Chetty (2016) and Glathorn et al. (2012) argue that curriculum forms can be presented as: curriculum as a course of study, curriculum as an action plan, curriculum presented in the form of official documents, curriculum as content for subjects, recommended curriculum, written curriculum, supported curriculum, taught curriculum, tested curriculum and learned curriculum.

### **2.3.1 Curriculum as a course of study**

Curriculum can be presented in the form of a course of study. Van Zyl and Duminy (1979, p. 59) describe curriculum as “a course of study (and) includes the whole study programme to be followed to reach a certain goal” with a determination to complete a grade or phase of schooling. The course of study can also refer to a series or selection of subjects or courses that the learner has to complete before they can advance to the next level of study (Glossary of Education Reform, 2013). In the South African high school system, learners completing their final year of learning have to complete at least seven compulsory subjects from the combination they have chosen from different subject streams (Young, 2014). These subjects are evaluated at the end of the final schooling year to check for compliance and attainment of relevant curriculum knowledge and skills (Glossary of Education Reform, 2013). The curriculum as a course of study is descriptive as it defines to educators and education leaders such as HODs what, when and how things should be done in order to attain the level of competency for a particular course or subject (Ellis, 2004). During interaction the curriculum is a constant re-enactment moving from the child’s present knowledge to the future by focusing on the product or end through the course or subject content. Wood, and Davis (1978) in (Su, 2012, pp. 153-158) concur by stating: “curriculum can be considered as a totality of courses that constitute a course of study offered by an institution or followed by a student (learners)”. In relation to this study, curriculum as a course of study would mean the total subjects per learner, per grade over a period time, e.g. a year, grade or phase offered by a school (Marsh, 2009). Curriculum therefore cannot happen accidentally (Ahn & Kim, 2016), it needs to be planned well in advance so that HODs know exactly what content is covered in the curriculum and can be well prepared.

### **2.3.2 Curriculum as an action plan**

Curriculum can be seen as a blueprint of undertakings to be implemented in a school (Su, 2012) or a written and or official document offered in official format in a user-friendly way for ease of implementation (Hoadley & Reed, 2012). The content and instructional methods are planned beforehand and the outcomes pre-determined (Ness & Lin, 2013). The plans can be found at all levels of curriculum development, planning and implementation starting from the national to the provincial level down to the level of the school where the educator does the micro-planning, which is the lesson planning (Parkay, Hass & Anctil, 2010). It is at the school and classroom level where the HOD has to manage and lead the curriculum implementation and oversee its overall success (Stephenson, 2010). The HOD must have an in-depth knowledge and understanding of the various philosophical underpinnings of how learning happens in learners (Brandon & All, 2010) and also be aware of the various paradigms that influence teacher perspectives on learning, such as behaviourism and social constructivism or cognitive constructivism (Ültanır 2012). By so doing, the HOD will be in a vantage position to guide his or her followers on how best to help develop the learners through well-structured lesson plans.

The Curriculum and Assessment Policy Statements (CAPS) curriculum (DBE, 2011) in South Africa is a point in reference as it gives schools and all implementers, inclusive of HODs, a blueprint of what has to be done, how, by whom and by when.

CAPS is “a modification of what to teach (curriculum) and not how to teach (teaching methods) in South African schools” (Du Plessis & Marais, 2015, p. 114). The CAPS came into being as a result of the extensive review carried out on the previous curriculum termed National Curriculum Statements (NCS) and is therefore not entirely a new curriculum but an amendment to the National Curriculum Statements (Pinnock, 2011). With the new curriculum, what was referred to as learning areas during Curriculum 2005 (C2005) and the Revised National Curriculum Statements (RNCS) are now referred to as subjects. Each subject has its own policy document that guide educators on what to teach and what to assess in each grade. Everything that an educator does is planned beforehand (DBE, 2011). It is therefore important that the HOD is aware of the plans and how to monitor, evaluate and oversee their implementation. The training of the HOD on curriculum policy is very important.

Even though there are guidelines of what to expect from learners in the form of outcomes, i.e. the linear approach to teaching as in the behaviourist and ‘traditional instructive’ approaches (Schcolnik, Kol & Abarbanel, 2006), the learners are expected to lead their own learning in a constructive manner based on their pre-existing experiences (Ornstein & Hunkins, 2013; Ültanır

2012). The type of learning where 'the learners' previous experiences and background knowledge' are highly regarded is based on John Dewey's (1859-1952) '*Progressive Approach of Education*', Jean Piaget's (1896-1980) '*Developmental Psychology*' and Maria Montessori's '*Self Directed Learning*' (SDL) approaches (Ültanır, 2012). These learning theories are the bases for a constructivist way of learning which will be discussed in full in chapter four (§ 1.6.4). Paradigms like learner-centred and educator-centred paradigms should be considered when curriculum planning is done (McManus, 2001) as paradigms determine the educator's educational assumptions, educational goals, and assessment of results that the educator may have on education. Further, it determines the educator's sense of curriculum, educational responsibilities, the relationship with students, and motivational and mentoring responsibilities.

CAPS is an outcomes based education (OBE) national curriculum that is implemented by all schools in all grades from Grade Reception to Grade 12 (R-12) which has been phased in since 2012 (Badat, 2009) to replace the National Curriculum Statements (NCS) which was introduced in 2007 (Adu & Ngibe, 2014). It has its roots firmly entrenched in the constructivist approach to learning as it advocates that learners' prior experiences have to be taken into consideration when developing lessons (Gordon, 2009) and that the teacher should not overshadow the learning experiences by allowing the learners to direct their own learning and learning paces as in the Montessori approach of SDL (Ornstein & Hunkins, 2013; Ültanır 2012). CAPS plans outline the timeline and activities to be completed by learners, educators and education leaders and managers like HODs. While it is not very clear on what HODs should do, the CAPS document provides guidelines to HODs on what to expect when doing monitoring and oversight of curriculum implementation. When doing monitoring and oversight the HODs check whether or not the educators have completed the right amount of work allocated for a particular period, e.g. for a school term and the expected quality of work against set criteria (Bilbao et al., 2008). The HODs also have to ascertain whether the learners have reached set performance standards for a schooling grade. External monitoring is done by education officials from the districts. The officials visit schools to monitor compliance to the curriculum implementation. It seems clear from the literature that curriculum has to be planned well in advance to serve as a guide for educators (Marsh & Willis, 2003) to achieve predetermined goals and objectives of developing knowledge and skills of learners. Curriculum planning is done at various levels by different stakeholders in education (Marsh & Willis, 2007). The stakeholders include, but are not limited to, the national and provincial departments of education, universities, districts, schools, educators, principals, parents and learners. All stakeholders have a stake in the curriculum planning no matter how varied and what the size of their contribution is.

Planned curriculum is presented in the form of documents for ease of reference (Dvorakova & Matthews, 2016). The bulk of the documents are derived from the national Department of Education which filters down to schools through bureaucratic channels. As the Department of Education takes responsibility for the development, planning and overseeing the implementation of the curriculum, it also has the responsibility of developing printing and distribution of the official curriculum documents such as policy documents, learner and educator guides and textbooks (Ahn & Kim, 2016).

It is therefore very important to keep in mind that this research looks to explore the enablers and barriers HODs face in their day to day encounter with curriculum leadership in schools as one of its aims. In addressing research aim three the research will be answering sub-research question two (§ 1.6.4), which seeks to investigate the barriers and enablers HODs face in their roles as curriculum leaders (Mafora & Phorabatho, 2013). Much of the curriculum is presented in documents. The documents make the curriculum official and it is expected that implementation thereof will be followed by all schools as the national official curriculum.

### **2.3.3 Curriculum presented in the form of official documents**

Most of the curriculum in schools is presented in the form of official documents. It is also known as written curriculum. Written curriculum assist teachers to ensure that the required goals and objectives are reached by giving guidelines of what has to be done, how, by whom and when. The written curriculum basically serves to mediate, standardise and control the process of curriculum development. CAPS is a form of documented curriculum and shows educators what to teach when and how it should be done (RSA, 2011). Su (2012) agrees that curriculum is a course or programme presented in document form such as curriculum policy documents, and educator and learner guides and textbooks. It also paces learning as it directs educators on the amount of work to be done during a schooling term or year. The written curriculum like CAPS is very specific on intention and clear on its scope and sequence of activities. All the academic content that learners are supposed to master is contained in documents such as textbooks and guides for ease of reference. The curriculum leadership of the HOD is called into action as they must have a meticulous knowledge of the curriculum at various levels of schooling and also have an idea of what content should be covered at what time of the year (Marsh & Willis, 2007). Schools need continuous support to accomplish curriculum implementation expectation (Glathorn et al., 2012). The success of the curriculum depends on its support by various stakeholders, including institutions of higher learning, communities and civil society. The written documents such as the CAPS document (§ 2.2.3) include statements on objectives, content outline, methods of teaching and presentation and assessment forms and strategies. The curriculum documents serve as guidelines to the teacher on what to teach and how to deliver

the content matter (DBE, 2011). Every school is supplied with materials such as policy documents, educator and learner guides that are supposed to help the educators and all who are tasked with the supervision of curriculum implementation. HODs, Senior Subject Specialists (SES) and the Quality Assurance Divisions (simply referred to as Whole School Evaluation – WSE) placed in the Provincial Departments of Education (PEDs) aid in the process of ensuring effective curriculum implementation through continuous guidance given to educators and SMTs including HODs. Although the curriculum is an official document and the educator is expected to follow and apply the content of the curriculum in the classroom, the documents should not be *the be all and end all* for educators in terms of curriculum implementation (Brady, 1995; Su, 2012). Educators should not rely solely on the documented curriculum content to develop learners' knowledge and skills. Educators must utilise and innovate industrious ways of making sure that the curriculum delivery and implementation is a success (Hoadley & Reed, 2012). It remains the responsibility of educators to be aware of the context of the school they teach in and use resources that can make learners' learning enjoyable and productive, as well as explain the content of learning to meet the level of comprehension of all learners.

The planned curriculum is presented in documents which contain content that should be presented to learners for the development of their knowledge and skills. The content is presented in the form of subjects. The HOD must have pre-existing knowledge of the content matter of the subject or subjects they specialise in, but should also be trained to be able to lead, manage, oversee and monitor whether the correct content is taught in the appropriate grade or whether it is for the corresponding subject.

#### **2.3.4 Curriculum as content for subjects**

Ahn and Kim (2016) as well as Goodson (1993) define curriculum as a group of subjects offered in a school, or the total content of a subject for a particular phase or grade. It is a tendency in the majority of countries that the “national curriculum developments and designs tend to focus on a linear subject structure (i.e. a body of work taught as a single subject, for example mathematics Grade 1 through to mathematics Grade 12)” to define the curriculum (Boyle & Charles, 2016, p. 4). Kelly (1999, p. 83) mentions that “curriculum is the content or body of knowledge transmitted to learners”. Kelly (1999, p. 93) further states that “curriculum can also take a form of lists of subjects taught”. Morris and Adamson (2010) states that curriculum offers much more than content, it also includes the development of learners in totality, as it is not only from subject content that learners learn and develop new knowledge and skills.

The CAPS document (§ 1.6) also presents curriculum as a list of subjects. It presents different documents for different subjects from grades R-12. The subjects may be seen as different

entities or ends in themselves, but in reality all subjects are interlinked; for example language is used in all subjects to teach and learn (Goodson, 1993). Mathematics is used in subjects such as Economic and Management Sciences (EMS) to calculate budgets and audit statements. Mathematics can therefore not be separated from EMS or thought as an independent subject as it is interlinked with it. Another example is in Social Sciences (SS), where map scales are interpreted using ratios. The ratios are a mathematical field but are still used in the SS subject. The same argument as in the EMS and mathematics applies in the case of SS. Both subjects use language for teaching and learning. The learners have to learn new concepts, formulate arguments and solve problems using language as part of the broader curriculum. It is therefore important to realise that no single subject is presented on its own but as part of a set of integrated learning areas. Educators should therefore be aware of the importance of integration of content from different subjects so that learners can be aware of the interrelatedness of subjects and subject content (Wood, E. & Hedges, 2016). Life Orientation (LO) also cuts across all subjects as the learner's total being is taken into consideration across all subjects when they are engaged. The learners' health, Intelligence Quotient (IQ) and emotions are all being brought to the fore during lessons. The learners' background is of importance so as to have a better way of dealing with individual learners in the best possible way (DBE, 2011). LO cuts across a range of subject areas as it employs content from subjects such as physical education, health education, personal development and career coaching, leadership and management and many other subject areas. All subject content is therefore important in forming the curriculum.

The HOD's work is impacted by the integrated approach as they must have a general understanding of all the subject group content and context so that they can be able to monitor and evaluate both educators' and learners' work. The HODs should also be able to determine whether the educators implement what the curriculum expects from them or whether the learners are achieving according to set objectives.

It is clear from the literature (Glathorn et al., 2012; Glossary of Education Reform, 2015; Marsh, 2009; Morris & Adamson, 2010; DBE, 2011; Su, 2012) that curricula have various formats to consider in order to understand what curriculum encompasses and means. Booyse and Du Plessis (2014) posit that curriculum can thus be defined from an observer's point of view considering the respondent's background, and to suit a particular narrative. The following are some more forms of curriculum and how it can be viewed by its users or intended group or groups.

### **2.3.5 Recommended curriculum**

Recommended curriculum is systematically planned (Tiwari, 2007) and formalised by experts in the field of curriculum development, and recommends through policy that is accepted by the government what the outcomes, requirements, content and sequencing of the curriculum should be (Bilbao et al., 2008). The recommended curriculum is based on a number of premises and rooted in philosophies such as idealism, realism, pragmatism, existentialism, perennialism, progressivism, essentialism and reconstructionism (Ornstein & Hunkins, 2013).

Whatever we do, whatever curriculum is recommended, it must bear in mind that philosophy directs our actions, and that curriculum reflects philosophy. In South Africa many analysts and so-called experts have voiced their concerns about the curriculum and suggested ways of what the curriculum should be and how it should look (Chisholm, 2003). Due to the centrality of decisions on the development of the curriculum, many of their suggestions have never been taken into account (Chisholm, 2003). The curriculum implemented in schools, including private schools, is CAPS (DBE, 2011) as recommended by the National Department of Basic Education (DBE) to be followed by all schools in the country. For ease of reference and record, curriculum has to be written down.

The HODs in their capacity as curriculum leaders must be aware of what curriculum is recommended in their country, like CAPS being the recommended curriculum in South Africa. The responsibility lies with the HODs to make sure that the right curriculum is implemented and that the intended objectives of the curriculum are met. For the HODs to lead curriculum implementation in their schools successfully, they need training, which this research seeks to identify whether the HODs receive before assuming their curriculum leadership responsibilities. It is also very important for the HODs to be aware that the implemented curriculum is the supported curriculum.

### **2.3.6 Supported curriculum**

Ornstein and Hunkins (2013) purport that constructivism is the basis of the supported curriculum as it strives to “draw upon the strengths... and thus strengthen control of the schools by and for the goal-seeking interests of the overwhelming majority of mankind”. The latter statement reasons that for a curriculum to be a supported one, the majority of the members of the society must be in favour of it. The supported curriculum (Glathorn et al., 2012) can be distinguished by the amount of support given to particular programmes or subjects. In South Africa there are a number of initiatives supporting curriculum implementation, such as special projects like the Dinaledi Schools (a national DBE initiative) which focuses on mathematics and

science subjects. Time, personnel in the form of extra and highly trained educators including HODs as curriculum leaders, laboratory materials such as textbooks and study guides, are pumped into selected schools in the form of support (Finn, Gerber & Boyd-Zaharias, 2005, p. 214). Through this support, it is expected that learner performance in the identified subjects and schools will be enhanced. Not all schools and subjects will yield the intended outcomes though, as the outcomes are largely dependent on what and how educators teach and how the curriculum is managed (context) especially by HODs as curriculum leaders. It is a very huge responsibility placed on the HODs to lead curriculum implementation in schools as leadership is one of the most daunting tasks that can result in a school and learners to fail or succeed. HODs must see to it that what is taught in the classrooms is the correct curriculum as set out in the policy documents such as CAPS.

### **2.3.7 Taught curriculum**

The next type of curriculum is the taught curriculum which is basically what is being delivered in schools in the form of subject content and context (Young, 2014). It is based on the premises of post-modernism which rationally teaches other subjects such as mathematics, languages and physics, but not only concentrate on the classics such as the arts and drama (Ornstein & Hunkins, 2013). Individuals teach (educators) and receive (learners) education in different ways and their education will lead them to different paths in life. Two schools in the same vicinity or from various settings may have the same written and supported curriculum but may deliver it in different ways (Bryk, 2010). As such, the results may differ. One school may be successful in delivering its curriculum through innovation and covering all aspects of the curriculum while the other may choose to cover certain aspects only (Hoadley & Reed, 2012, p. 31). The same may happen to teachers who may choose what aspects and content of the curriculum to teach, which may lead to varying performances of learners from different schools when tested (Hoadley & Reed, 2012, p. 31). In South Africa there are examples of secondary schools from rural areas with basic resources that perform better than well-resourced schools in urban areas (Ornstein & Hunkins, 2013). The performance can be attributed to what educators cover and teach the learners, how they teach and what emphasis they put on certain content (Bergman & Bergman, 2010). Learners are tested at the end of each grade or exit level to ascertain if they meet the requirements of the next level of schooling.

### **2.3.8 Tested curriculum**

Boyle and Charles (2016, p. 39) argue that “assessment in many countries now has three paradigms and one result”. Paradigm one is dominated by an accountancy model which is used by policy makers as measurement for effectiveness. The policy makers argue that one has to teach to be measured. There must be some degree of teaching to have taken place for the tests and assessments to take effect. The second paradigm is based on the banking model where learners are “topped up” as they come to school as empty vessels. The learners have to “recite back to the teacher to prove that learning had taken place”. The third paradigm is based on the testing metrics where teaching and learning has to conform to the testing metrics and the humanistic and social implications of such metrics are not considered as systemic flaws, e.g. “test scores correlate with parental income rather than actual student (learner) performance” (Boyle & Charles, 2016, p. 40). The implication here is that the performance of learners is predetermined by the socio-economic background.

What the tested curriculum espouses is that the learners are tested at all levels of schooling to evaluate the coverage and compliance to the taught curriculum. The curriculum tests the comprehension and application of the content by learners (Popham, 2007). The tested curriculum also tests the compliance to the written curriculum by educators. The National Senior Certificate (NSC), which is an exit level examination before tertiary education, the Annual National Assessment (ANA) and Trends in International Mathematics and Science Study (TIMSS), are but a few examples of the tested curriculum. Learners are tested on what they have learned.

### **2.3.9 Learned curriculum**

Ness and Lin (2013, p. 81) postulate that curriculum is a transmission of knowledge and is used to achieve a product for students. The learned curriculum emanates from the taught curriculum. The learned curriculum “denotes all the changes in values, perceptions, and behaviour that occur as a result of school experiences. The learned curriculum includes what the student (learner) understands, learns, and retains from both the intentional and the hidden curriculum” (Glathorn et al., 2012, p. 17). The learners’ skills, values and attitudes should not be the same as when they started working on a particular content or project. Their outlook on life should be different, or at least that is what is expected (Bilbao et al., 2008).

In light of what is discussed above, it is also essential to understand why curriculum is important to the schools as educational institutions as it has a deliberate purpose of existence.

Whether curriculum takes the format of a course of study, an action plan, is presented in the form of documents, or as content or subject matter, is a recommended or supported curriculum, is a taught, tested or learned one, the fact remains that it will require some skill and competency to oversee its implementation. This is where the HOD comes in. It is also important to realise that the HOD needs some degree of preparation before assuming the task of curriculum leadership in the school. The level of training required for HOD is not only about the expertise they must possess in the subject content, but also in the curriculum and leadership skills they may require to execute their duties, as what they do is important. The section below looks at why curriculum is used in the schools.

## **2.4 Purpose of curriculum in schools**

Internationally and nationally curriculum is developed with a certain intention in mind (Ebert et al., 2013). Typically, the intention is to prepare the learners for the future and capacitate them for positive growth and change within society. For it to be effective and productive, a curriculum should be structured. It should be based and designed on clear learning outcomes and on the differentiated learners' paces of learning (Boyle & Charles, 2016). It should be tailored for beyond schooling and feed into the concepts of life-long learning. Boyle and Charles (2016, p. 33) advance two broad aims of the main aims of the curriculum: The first is that a curriculum should aim to provide opportunities for all students (learners) to learn to achieve. The second aim is that a curriculum should reflect and influence the values of society, as it aims to promote learners' spiritual, moral, emotional, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life. In addition to teaching skills, the curriculum intends to teach responsibility and hard work. Stakeholders, including parents, community and educators, work in partnership to develop the curriculum with the aim of inculcating character and to reinforce positive conduct in the learners (Marsh & Willis, 2007).

Through the curriculum, the learners complete and master a sequence of subjects at various levels of difficulty in order to earn recognition. Learners who have successfully completed their NSC are recognised and admitted to institutions of higher learning such as universities and TVET colleges to study in various fields of interest.

Curriculum informs teachers what to teach in each schooling grade with the intention of preparing the learners for a post-secondary education or job. When educators understand the bigger picture of why a curriculum is implemented, they will align their own view of what to teach with that of the school and the national curriculum (Ornstein & Hunkins, 2013). Curriculum aims are general and long term (Glathorn et al., 2009), therefore serving as a benchmark for educators to know and check whether they are on the right track of building a firm foundation for

the next level of learning. Educators build skills, knowledge and character from the most basic to the more complex through the implementation of the curriculum in the schooling grades. Without the curriculum, teaching and learning would be haphazard and confusing (Booyse & Du Plessis, 2014). Curriculum helps to sequence learning experiences and make it easy for educators and learners to follow what is learned in a logical and paced way.

The issue of trying to define what curriculum is, what form it takes and what and how it is taught at a given moment happens all over the world (Ebert et al., 2013). South Africa is no exception as the country has undergone a number of changes politically, socially, and economically.

On the education side, the changes not only affected the learners and educators who are the primary target of the curriculum changes, but also the HODs who are the drivers of curriculum implementation in schools. HODs, by being part of “the middle management” or “middle managers” of the school and directly immersed in curriculum leadership and its implementation, need adequate training on their curriculum leadership roles. The HODs must be knowledgeable of the latest trends in education as they have to lead and manage these trends in their schools and also train the educators on what is expected from them.

A series of the curriculum changes have taken place in South Africa over the past two decades since the dawn of democracy in the country and they are discussed below.

## **2.5 Curriculum changes in South Africa from 1994**

After the advent of democracy in South Africa, it was proper to relook at the type of citizenry the country wanted to produce through education (DBE, 2009b). The post-democratic outcomes-based and learner-centred curriculum in South Africa is very different from the educator-focused apartheid era one (McManus, 2001). A new curriculum was developed and implemented to change the way education was provided in the apartheid-era dispensation. This section will look at the pre-1994 education provisioning followed by the changes after 1994 and its general effect on the educator and specifically on the HOD.

### **2.5.1 The political period in South Africa before 1994**

The purpose of this section is to elaborate on curriculum implementation in South Africa and to give a brief overview and background of curriculum history in the country, to put the reader up to speed on the curriculum issues of South Africa over the four decades leading up to 1994 and beyond, by looking at curriculum changes and its implications to the roles and responsibilities of educators in curriculum implementation generally and HODs in particular.

The history of South Africa is tainted with the inhumane treatment of some parts of the citizenry during the apartheid period that existed before the 1994 democratic dispensation (Pinar, 2010). During the apartheid era, the government of the Nationalist Party (NP) introduced draconian laws which were discriminatory according to colour, creed, culture and every other way imaginable against those who were non-whites (Blumfield, 2008). Education was not spared as it was used as the major weapon of suppressing the development of non-whites. The denial of equal education opportunities was used as a way of exclusion towards the greater benefits of society.

The South African history on discrimination against non-whites particularly in education goes a long way. This history of discrimination dates back to the 1700s, but became apparent and institutionalised when the NP took over government in the mid-1900s. In 1953, the NP introduced The *Bantu Education Act (no. 47)* of September 1953 for blacks, making it an integral part of 'separate development', and "left the missionaries (Blumfield, 2008), who had until then controlled almost all schools for Africans, in a dilemma: either to hand over their schools to the newly-created Department of Bantu Education or to keep them under missionary control without government subsidies" (Cross, 1992, p. 222) as cited in (Blumfield, 2008, p. 10). The Bantu Education Act put black and other non-whites at the bottom of development as it was a deliberate and cruel way of providing inferior education to non-whites. The non-whites received less support and the budget was also cut significantly (Blumfield, 2008), and in that process making education for non-whites very difficult. That is how apartheid, a cruel and draconian government system created to separate people according to race, provided separate development for different racial groups and created grossly unequal society. Apartheid in South Africa was introduced by the white government, including under British rule, but it was the NP government that institutionalised it, making it very difficult to resist against as state resources and institutions were used to enforce its values. Education was not spared as laws like the Bantu Education Act were introduced to enforce it through providing inferior education to non-whites (Blumfield, 2008; Pinar, 2010).

The missionary school education enjoyed by non-whites before the introduction of bantu education was also targeted and the regime announced that all subsidies to missionary schools will gradually be reduced and ended by 1958 (Troup, 1976, p. 24). Missionary schools were seen as the most productive schooling system for non-whites compared to the public schools the non-whites were expected to attend. Most of the churches providing missionary education had no choice but to close their doors as they did not have nor received subsidies funds to continue with their schools without government support. Following the cut in subsidy, Troup (1976, p. 33), in his analysis of the 1970 census, painted a gloomy picture by uncovering that

“an estimated 48% of Africans over the age of 15 are illiterate in terms of the United Nations’ criterion for ‘functional literacy’ of a minimum of four years’ schooling (Troup 1976:33). By this time of the census there remained only 438 private schools for Africans – nearly all of them Roman Catholic – out of a total of just over 10 000 African schools in South Africa (In 1953 there had been over 5000 state-aided mission schools for Africans)”.

The situation of education provision became very dire and hostilities towards the government were brewing from different sectors of society, particularly in townships.

Kruger (1986, p. 141) observed that the NP government continued to pass apartheid laws with education not spared. On 12 November 1971, the Minister of National Education publicised a new general policy about discriminative education, effective nationwide from 1973 (Kruger, 1986). Among the issues contained in the law was the compulsory use of Afrikaans as a medium of teaching and learning in most of the subjects taught in schools and in most of the schools attended by majority African learners. The matter escalated the brewing resistance by non-whites towards the government. In June 1975 the regime promulgated Regulation R1192 which laid orders down that religious teaching based on the Bible was to be an obligatory subject for student educators, however exception could be granted on the grounds of religious belief (Blumfield, 2008). The educators would later be expected to teach religious education to their learners once they become qualified. The decision did not stifle resistance to the draconian laws, but fortified the resolve of the student educators and the larger society to oppose what they saw as oppression. The divisions in who got what education was so palpable and tensions and emotions grew by the day.

Due to the oppressive, combative and segregate laws of the day, the non-whites started mobilising against the apartheid regime. Behr (1988, p. 37) notes that the mobilising against the regime culminated on the 16<sup>th</sup> of June 1976, through a well-organised mass protest by some Soweto children leading to a confrontation with police. The march set off riots, violence and unrest, which spread through South Africa (Behr, 1988:37). All the uprisings were done in the name of reigning in a new education approach for all.

The situation of unrests, protests and violence in the name of education reforms continued through the eighties and schooling was occasionally disrupted due to the unrests. The situation normalised after 1994 due to the democratic dispensation and the implementation of reform policies.

## **2.5.2 Education reforms since 1994**

The democratic dispensation in South Africa inherited an education system which was mainly modelled by social, political, and economic inequalities of race, class, gender institutional and geographical disposition (Badat, 2009). The divisions and segregations as it were had to be negotiated and settled for the benefit of all who live in the country.

Education reform was central to the Reconstruction and Development Programme (RDP) of the country (DoE, 2001). Through the RDP project, the government had to overcome the devastating effects of apartheid on society. The new system had to overcome the inequalities of the past and build a new society based on the principles of democracy, human dignity, equality and social justice. Education, like any sphere of society, had to be overhauled to match the expectations of the new era. Lifelong learning was to be put in place for citizens to be ready for the 21<sup>st</sup> century's challenges. New curricular with a different approach had to be developed and implemented. Curriculum 2005 was born from the introduction of a new schooling system of Outcomes Based Education (DBE, 2011).

### **2.5.2.1 Curriculum 2005**

Before the new dispensation, the education department was divided into smaller departments across the country in accordance with the homeland systems that was introduced by the apartheid system. The homelands were territories divided according to ethnic groups which were said to be self-governing and had to decide on their own ways of governance and provision of important services like education. There were about "19 racially, ethnically and regionally divided 'departments of education' which were to be merged into a single national Department of Education" (Jansen & Taylor, 2003, p. 2). The departments were not only demarcated on the basis of race, ethnicity or region, but also on the colour of skin. Demarcating the education system into one national department and nine provincial departments and adopting a single national curriculum was a priority in the new dispensation (DoE, 2001).

On 24 March 1997 the government of the new democratic dispensation announced its intentions to adopt policy on a new look curriculum through its first minister of education, Professor Bengu. The new curriculum policy was based on the Outcomes Based Education (OBE) approach which was to be inclusive, promote the new constitution, promote nation building and national identity, offer equal opportunities, be inspirational and democratic, establish new social order and be child centred (DBE, 2009b, p. 11). Curriculum 2005 (C2005) was developed and introduced to schools in a cascading way from 1998 onwards (Moodley, 2013). The curriculum was called C2005 because it was to be fully implemented in all grades

starting with Grade R to Grade 12 (R-12) by the year 2005. It was intended to be a coherent curriculum policy, one which would change the nature of schooling in South Africa with the aim of introducing transformation in the way teaching and learning occurs in South Africans (Moodley, 2013). C2005 was to put learners first, recognise and build on their knowledge and experiences, and respond to their needs, meaning that there must be a focus on learner involvement on their learning, requiring educators and schools to be involved in curriculum design, as they are better placed to know and understand what the learners need and what their experiences are (DoE, 2001). OBE was to encompass learner-centeredness, life-long and effective learning.

The implementation of C2005, RNCS and NCS was fraught with challenges not only for educators but also for HODs as curriculum leaders (DBE, 2009b). The main finding of the ministerial task team pointed to complaints about the implementation of NCS, educators being overburdened with administrative work, different interpretations of what the curriculum required and underperformance of learners (Pinnock, 2011). HODs were not excluded from all the challenges as they had to be in the forefront in the implementation of the curriculum, had to make sure that the educators present credible documented evidence of their work and assist in making sure that learner performance is at accepted levels. Like the educators, the HODs would require training, even more so to help the struggling and confused educators in their subject or subject group.

Everyone involved with the curriculum must be accountable for the implementation of the curriculum at their level of responsibility, educators and HODs included, as HODs must lead and manage the curriculum and educators had to teach and implement the curriculum in their classrooms. In designing C2005, it was borne in mind that educators will play central roles in designing the curriculum and also in its assessment for reporting and accountability, including imparting new knowledge, skills and attitude towards their learners. Jansen and Taylor (2003) and Moodley (2013) agree that there were huge disparities in the knowledge of the curriculum, expectations, implementation and assessment, as educators were not well trained and prepared for the new curriculum. The lack of training for educators and HODs lead to numerous challenges in the implementation of C2005.

#### **2.5.2.2 Challenges faced with curriculum 2005 implementation**

Against the hullabaloo of welcoming the new dispensation in the country, the introduction of OBE in South Africa was not without challenges. It brought with it complex reform, which was accompanied by inadequate preparation and lacked support for those who were supposed to implement it (Stoffels, 2004).

As early as the first year of its implementation, (Jansen, 1998, p. 1) realised that OBE was having fragilities and needed attention very soon. Jansen (1998, p. 1) had the following premonitions for OBE's failure at its very inception: the language and concepts associated with the new curriculum was too complex, confusing and often contradictory; its impact of OBE on society and the economy was unfounded and was misleading and misinforming teachers and the public; the OBE policy was based on flawed assumptions about what happens inside the average South African classroom. It required the development of skills, theoretical understanding and capacity to transfer the policy across different contexts; there were strong philosophical arguments questioning the desirability of OBE in democratic school systems. According to Jansen (1998), OBE policy offered an instrumentalist view of knowledge which violated the structure of certain subjects. There was also an inherent contradiction in insisting that students use knowledge creatively only to inform them that the desired learning outcomes are already specified; Jansen further stated that it was fundamentally questionable to focus on the ends, when much of the educational and political struggle of the 1980s valued the processes of learning and teaching as ends in themselves. The problem extends to the manner in which educators as a constituency have been limited in their participation around this important policy. OBE, with its focus on instrumentalism, enables policy makers to avoid dealing with a central question in the South African transition versus what education is for. The learning outcomes barely allude to values and principles – they are bland, de-contextualised global statements which will make very little difference in a society emerging from apartheid and colonialism; the management of OBE will multiply the administrative burdens placed on teachers. Without adequate support such as release time, aid support and smaller class sizes, OBE will fail. With the then policies of teacher rationalisation and the subsequent increase in average class sizes, OBE enters an environment which is counterproductive to its success. OBE trivialises curriculum content yet children do not learn outcomes in a vacuum. It also threatens to fragment knowledge by ignoring inter-disciplinary demands encountered in learning a complex task. It further assumes that the way knowledge is acquired is linear and for OBE to succeed even in moderate terms, a number of interdependent education innovations are needed simultaneously (Du Plessis & Marais, 2015).

In Jansen's own words (1998), OBE required a radical revision of the system of assessment and without intensive debates about the reorganisation of the assessment system, traditional examinations will reinforce the curriculum status quo. Jansen (1998, p. 1) then suggested the following actions to be taken in order to make the curriculum change and the implementation thereof fruitful (Msila, 2007). He advocated that educators be retrained; to introduce new and radical forms of assessment; to introduce classroom organisation that would facilitate monitoring and assessment; to have a constant monitoring and evaluation of the curriculum

implementation process; to retrain the education managers and leaders to secure the requisite implementation; to canvass parental support and involvement; to develop new forms of learning resources including textbooks consistent with OBE and provide dialogue and exchange opportunities for educators for the purpose of co-learning the process of implementing the new curriculum. Du Plessis and Marais (2015) describe training and development of educators as crucial to the successful implementation of the curriculum in schools.

The implications the new curriculum had for HODs were enormous. The HOD is the official in the school who mediates the implementation of the curriculum, oversees its success and makes sure learners master and succeed in what they are taught and manage and lead the curriculum business of the school. The training of HODs for their curriculum leadership position is important and that is why this research seeks to explore the nature, content, and structure of an HOD curriculum leadership training programme in secondary schools.

The position that Du Plessis and Marais (2015), Jansen (1998) and Msila (2007) take proves to have significant merit as they were corroborated by educators who provide the DoE with feedback during its review process, which in turn led to the review of C2005, resulting in the Revised National Curriculum Statements (DBE, 2009b) introduced to deal with the shortcomings realised in C2005 (De Waal, 2004). The training of educators and HODs would be very important in facing the revised curriculum.

### **2.5.2.3 The Revised National Curriculum Statements**

The new curriculum had teething problems and challenges were realised as soon as its implementation commenced in 1998 (Jansen & Taylor, 2003; DBE, 2009b). A series of interventions were instituted. A timeline of the interventions and process to review the curriculum is sketched below (De Waal, 2004):

1. **June 2000:** The Council of Education Ministers agreed that the curriculum for Grade R-9 should be revised. A Ministerial Project Committee was set up to streamline and strengthen C2005. About 150 curriculum developers were nominated to work on the task team. Men and women as well as members from all race groups were included in these groups.
2. **January 2001:** The task team on the review of OBE began their work.
3. **30 July 2001:** Draft Revised National Curriculum Statement for Grade R-9 (schools) was released for public comment for a period of three months.
4. **November 2001:** Public hearings on the curriculum were held in Parliament.

5. **December 2001:** Once the public comments have been received and analysed, the task team met to incorporate the suggestions into the curriculum.
6. **15 April 2002:** The minister of Education released the overview document of the Revised National Curriculum Statement (RNCS).

The Task Team on the review of the curriculum found that there were many challenges and advanced The Curriculum 2005 Review Report of June 2000 (Committee on Curriculum 2005, 2000). According to the report the challenges included the skewedness of the curriculum, lack of alignment between curriculum and assessment policy, inadequate orientation, training and development of educators, learning materials that varied in quality because there were no standard control mechanisms for production and printing and also shortages of supply of such materials, policy overload and limited transfer of learning into classrooms, shortage of personnel and resources to implement and support C2005, inadequate recognition of curriculum as the core business of education departments, overcrowding of classrooms and learning area overload (Chisholm, 2005).

The challenges mentioned above needed urgent attention and the Review Committee in its report recommended the following remedial actions (Committee on Curriculum 2005, 2000; DBE, 2009b): that the design of the curriculum be simplified; curriculum overload be addressed, including the reduction in the number of learning areas in the intermediate phase; the terminology and language of the curriculum should be simplified; assessment requirements should be clarified; content must be brought into the curriculum and specified; develop a plan to address teacher training for the successful implementation of the new curriculum; textbooks and reading to be widely recognised means to bridge the gap between teacher readiness, curriculum policy and classroom implementation (Masondo, Mahlangu & Mclea, 2010; Themane & Mamabolo, 2010).

One of the most obvious challenges from the report is lack of training for personnel (educators), which the researcher is interested in and is the focus of this research, particularly for HODs. The training of HODs will follow in the next chapter of this research. The Revised National Curriculum Statement for Grade R-9 General Education and Training (GET band) was implemented in the Foundation (Grade R-3), Intermediate (Grade 4-6) and Senior (Grade 7-9) phases of the schooling as per the recommendations of the Task Team. In the Further Education and Training (FET band Grade 10-12), the National Curriculum Statements (NCS) was introduced.

Every time there is a curriculum change, personnel who are directly implicated in its implementation, such as educators, must receive some form of training for its successful

implementation. HODs are included in this personnel corps as they are directly linked to curriculum leadership and management. The HODs must be acquainted with the latest technical knowledge of the curriculum, the aims, what pitfalls to avoid and which resources will be required to make its implementation possible and successful. The HOD must also make sure that they train those in their line of command. It is in this light that HODs themselves need training before they can train others on curriculum changes.

#### **2.5.2.4 The National Curriculum Statements**

The GET band saw a number of curriculum changes since 1998 due to the jargon, discourse, design, hasty introduction, insufficient preparation of the outcomes-based pedagogy and lack of educator training, while the FET band had not been affected by such changes since the advent of OBE (DBE, 2009b). The National Curriculum Statement (NCS) in the FET was introduced in a cascading manner (Grade 10 in 2006, Grade 11 in 2007 and Grade 12 in 2008). The delay of the changes was caused by the many hiccups realised in the implementation of the C2005 in the lower grades up to grade nine. These hiccups (discussed in the following paragraphs) had to be resolved first. Care was taken not to repeat the same mistakes, such as lack of proper training for educators, as realised and recommended by the Review Committee (Badugela, 2012).

The NCS is the official curriculum as it is a statement of what the public understands the resolves of education to be. The principles of the NCS, such as social transformation; outcomes-based education; integrated and applied competences; progression; articulation and portability; human rights, inclusivity, environmental and social justice; valuing indigenous knowledge systems and credibility, equality and efficiency, have been made clear, and the values that underpin the curriculum were well specified in the NCS curriculum documents (Badugela, 2012). The NCS advanced the academic purposes of the curriculum, and which knowledge, concepts, and skills that the system wanted students to learn in the FET band. During the development of the NCS, unlike at the time of the C2005, much emphasis was placed on the involvement of various stakeholders such as educators and educator unions, institutions of higher learning and even civil society to have inputs on what they wanted the new curriculum to look like (Chisholm, 2005). Educator training also received much needed attention (Badugela, 2012; Beck, 2013; DBE, 2009b; Young, 2014) though not enough as they continued to struggle with the implementation of the new curriculum. The challenges in revising C2005 were considered to produce the NCS (DBE, 2009b, p. 15). While every care was taken to mitigate against the mistakes of C2005, there is some degree of hesitation and misperception in the system, and a reasonable notch of denunciation of curriculum provision and implementation “and how this has raised certain limitations with respect to the clarity of the curriculum and the

authority it bestows on educators in confidently understanding their mandate in the classroom” (DBE, 2009b, p. 15). Donnelly (2005, p. 8) agrees that “the key criteria for considering curriculum is the extent to which they make available to educators statements which are clear, succinct, unambiguous, measurable, and based on essential learning as represented by subject disciplines”.

Among the positive offerings of NCS are “that the educators had the advantage of planning their work and taking their time to teach a theme until they were satisfied that the learners had mastered the content” (Du Plessis & Marais, 2015, p. 7). Accordingly, NCS gave clear stipulations on what had to be taught and covered on a term-by-term basis. Educators had more time to work through the curriculum, freedom to attend to individual learners’ needs and interests, leading to some level of job satisfaction.

Du Plessis and Marais (2015, p. 7) advance some negative aspects of NCS. The aspects include those that the NCS was too general and thus not specific to what educators had to teach as the curriculum had no clear construction. Educators also claimed that there was overlapping and repetition of content over the terms and grade to grade (Chisholm, 2005; Moodley, 2013). There was an agreement among educators and policy developers that there were many learning areas which were confusing to both educators and learners. Gaps were also realised between phases, differences in content from school to school, district to district and province to province for learners of the same grade had negative implications for learners transferring between schools, which in turn led to adapting or catching up with the new work (Badugela, 2012). Due to the many subjects in the curriculum, the workload of learners and educators increased (DBE, 2009b), making school work very demanding. The NCS demanded a lot of practical and research work, leading to educators in schools with poor resources struggling to teach (Badugela, 2012; Bantwini, 2010; Du Plessis & Marais, 2015; Moodley, 2013; DBE, 2009b). Due to the many challenges a new curriculum was contemplated, and a review of the implementation of NCS was carried out, leading to the implementation of the Curriculum and Assessment Policy Statements.

Changes in the curriculum always bring forth new challenges. These challenges are mitigated by preparing personnel to be ready to deal with them and have the technical know-how of dealing with them. The HOD requires prior training before a new curriculum is implemented. Sub-research question three and research aim four of this research paper seek to explore which curriculum training programmes can be implemented to address the training needs of HODs in order to lead the implementation of the latest curriculum changes in South Africa.

### **2.5.2.5 Curriculum and Assessment Policy Statements**

Curriculum and Assessment Policy Statements (CAPS) “is a clear, coherent, easily understood five-year plan to improve teaching and learning across the schooling system needs to be developed and adhered to; it must also be widely communicated to the nation. Offering support to teachers and the improvement of learner performance must be its central themes” (DBE, 2009b, p. 7). The DBE (2009b) envisaged to put in place mechanisms to monitor application of the curriculum strategy, through regular monitoring to measure whether it has the desired result on learner and educator performance. The monitoring mechanisms were put into place to avoid the pitfalls of C2005 and NCS.

CAPS, like the other curricular before it, was also implemented in overlapping sequence starting with the first implementation in the Foundation Phase (Grades R-3) and Grade 10 (FET) in January 2012, the Intermediate Phase (Grades 4-6) and Grade 11 (FET) in January 2013 and the Senior Phase (Grades 7-9) and Grade 12 (FET) in January 2014 (Du Plessis & Marais, 2015). CAPS was not an amended of NCS only, but brought with it notable changes to the landscape of the South African curriculum, such as the use of a 7-point scale in all grades, the removal of learning outcomes and assessment standards or general aims, replacing them with topics or themes, and the use of subjects instead of learning areas and programmes with a weekly teaching plan. To assist the educator, curriculum statements and learning programme guidelines are set out in one amended document called CAPS (DBE, 2011).

Curriculum needs good monitoring and evaluation for its implementation to succeed. While the DBE monitors externally, the HOD at the school is the direct person to be responsible for the implementation, monitoring and evaluation of the curriculum internally (Stephenson, 2010). The HODs need to be trained, well equipped and knowledgeable and skilful (Moodley, 2013) on how to lead and manage the curriculum within their departments and entire school. The HOD training is of importance to this research, which is why the research explores the current nature, content, and structure of the HOD curriculum leadership training programme in secondary schools to address the training lacuna for HODs. HODs need not only be trained in matters of curriculum expertise, but also on general education leadership.

## **2.6. Leadership**

Leadership is such a complex concept to define. It is defined in many ways by various quarters, depending on who defines it and to which audience it is being defined. The sections below deal with the definition of the concept of leadership and how it is applied in the school setting.

It is not an easy exercise to define the concept of leadership, as defining it is influenced by many factors including the position, experience, learning and background or theoretical stance of the person defining it (Bass, 2008; Silva, 2016). Although “the search for a common definition may be in vain” (Silva, 2016, p. 1), the search for common definition of the leadership concept will continue as it is one of the most researched topics in the world and organisations cannot do anything without it because leadership is the core of any organisation (Yammarino, 2013). The concept of leadership is a contested terrain and an ever evolving one where meaning is continually researched and presented in various scholarly texts, only to be contradicted by the next research (Juntrasook, 2014). The definition of leadership also includes what leaders are or what they do (Summerfield, 2014), compounding to the already difficult task of trying to define the concept. Over the decades researchers, academics, public and private institutions and organisations have equally tried to define the concept, but each one always came up with a different definition leading to as many definitions of the concept of leadership as “there are people who try to define it” (Gregoire & Arendt, 2014, p. 10). I would say defining leadership is like trying to catch the air. The air is everywhere but no one has ever caught it, or seen it, but we know of its existence.

Leadership has been defined as behaviour, style, skill, process, responsibility, experience, function, position, characteristic and even an ability (Algahtani, 2014; Northouse, 2010). It has also been described as the “process of influencing a group of individuals to obtain a common goal and develop a vision” (Algahtani, 2014) as HODs would do with their educators and departments. Leadership is about connecting people to the vision, by means of buy-in and communication, motivation and inspiration (Ratcliffe, 2013) and working towards improving the state of being as it is “the core function of the leader to make things better” (Summerfield, 2014, p. 252). It is about influence and collaborating with others to realise a common course (Ratcliffe, 2013; Yammarino, 2013). In addition, Northouse (2010, p. 10) and Northouse and Lee (2016, p. 2) in agreement with Ratcliffe (2013) and Yammarino (2013) describe leadership as “a process whereby an individual influences a group of individuals to achieve a common goal”. Bush and Glover (2014, p. 554), while acknowledging that the “the definition of leadership is arbitrary and subjective”, infer that “leadership is a process of influence leading to the achievement of desired purposes”. Yukl (2006, p. 8) gives an almost similar definition of leadership when he states that leadership is “the process of influencing others to understand and agree about what needs to be done and how to do it, and a process of facilitating individual and collective efforts to accomplish shared objectives”. From the definitions of these selected authors, a picture emerges showing that there are common components of leadership found in almost all of the definitions. These commonalities include that leadership (i) happens within the context of a group; (ii) involves influencing others; (iii) is a process; (iv) involves the attainment of goals and

that the goals are reciprocal, shared by the leader and followers. A process in leadership means there are activities that take place and have to be clearly defined (Yukl, 2006). Tourish (2014, p. 80) states that leadership “is not a finished category, standing apart from the complex organisational processes that produce it”. Below is a closer look at the commonalities in defining leadership.

### **2.6.1 Commonalities in defining leadership**

A review of the literature reveals that in trying to define the concept of leadership, some common themes appear (Rowe & Guerrero, 2016; Yukl, 2013). These commonalities are found in almost all definitions of the phenomena by various authors, researchers and academics. A discussion of the commonalities follows in the section below.

#### **2.6.1.1 Leadership happens within the context of a group**

It is a recognised fact that leadership happens between the leader and follower (Tourish, 2014), therefore placing it squarely within the group context where there is always interaction between the leader and the led. In the leadership process the leader and followers have a very lively interaction where some degree of influence is exerted by both parties in a reciprocal manner (Juntrasook, 2014). Members of a group share power through sharing knowledge and a coordinated effort by working towards a common course (Tung & Chang, 2011) while improving trust and cohesion among the members of the group (Summerfield, 2014). Leithwood and Riehl (2003) affirm the authors’ assertion by stating that leaders largely work through and with people. Members of a group also help to create conditions that enable others to be effective, proving that the effects of leadership on school goals are indirect and direct as it can affect groups and individuals at the same time. It is therefore very important to note that leaders and leadership exist because there are people to lead and processes to apply leadership on.

Members of a group have different backgrounds, belief systems, are of different ages, and have different ways of doing things in terms of pace and approach (Northouse & Lee, 2016). It is therefore very important for the leader to assess and understand the group dynamics (Rowe & Guerrero, 2016) and how to deal with them while keeping an eye on the vision and objectives the organisation and group have (Silva, 2016). Followers must not feel coerced into doing their work. Coercion has a negative effect on members of the group as it involves demotion and dismissal, no increase in pay, criticizing, and even withdrawal of benefits which may lead to low morale among group members (Daft & Lane, 2015). Leaders must respect their group members, be of service to them, be fair to them, be honest towards them and build communities with the group members (Northouse, 2016; Rowe & Guerrero, 2016). HODs work within and

with groups of individuals whether in their departments or in the SMT. They have to understand and adapt to group dynamics. The leader must seek ways to influence followers to reach agreed and desirable results in the most economical way.

### **2.6.1.2 Leadership involves influencing others**

Algahtani (2014, p. 75), citing John Maxwell, states that “leadership is the capacity for collective action to vitalise” the followers. Ratcliffe (2013) agrees with Algahtani (2014) statement that leadership involves motivation and inspiration. It is a process in which the leader influences the group to reach common pre-agreed objectives (Northouse & Lee, 2016, p. 2). Leadership is about having influence over others, leading them to agree and understand what is required to be done and how it should be done while facilitating individual and group activities to reach agreed objectives (Yukl, 2013, p. 7). As leaders of departments or subjects, the HODs have to exert some degree of influence on their followers or team members to keep the momentum going and to reach the desired goals.

Leadership does not happen accidentally though. It is a process that has to be managed and nurtured.

### **2.6.1.3 The process of leadership**

Leadership is not always about what the leader does, but also the interaction between the leader and the followers or subordinates (Avalio, Walumbwa & Webber, 2009; Northouse, 2010). As Northouse (2007) states, leadership does not play itself out within individuals but is a social interaction between the leader and collaborators who are the followers, and the leaders exerting influence by deliberately persuading the members of the group to achieve set goals (Cunningham, 2017). It is a two-way process affecting both the leaders and the followers. Leadership is therefore not restricted to one person in the group, but anyone can take the lead, whether in a formal or informal position (Northouse, 2010; Yukl, 2006). Ingleton (2014) postulates that leadership is a reciprocal process involving the leader and followers with activities flowing from both sides of the leadership continuum. The HOD and his/her team of educators are involved in the process of leadership with the interaction they have through the work they do. Each one of the two groups is equally important in the execution of tasks. Both are involved in ethical responsibilities which require them to act in tandem, supporting each other (DuBrin, 2007).

Leadership is a process that involves some level of influence over individuals or groups of individuals sharing the same goals (James, 2015). It is a complex process with various dimensions including those of influencing and motivating various groups and individuals (Vroom

& Jago, 2007). Leadership can lead to the success or failure of a school or a department or a subject under a particular HOD. Northouse (2010, p. 3) asserts that “leadership is a process whereby an individual influences a group of individuals to achieve common goals”, agreeing with the views of authors such as Cunningham (2017), Ingleton (2014), James (2015) and others mentioned in this section and elsewhere on the process of leadership.

The HOD motivates the teachers to perform certain tasks while he/she relies on the teachers for the fulfilment of the tasks or activities such as teaching and learning, learners’ welfare and administration of learner information. By motivating educators to do their best in completing their tasks, the leader is involved in the attainment of goals in collaboration with his/her followers.

#### **2.6.1.4 Leadership involves the attainment and sharing of goals between leaders and followers**

As a curriculum leader the HODs work hand in hand with the educators in their departments or subject groups to reach certain levels of learner achievement (Northouse & Lee, 2016; Rowe & Guerrero, 2016). The leaders direct their own energies and energies of groups and individuals towards reaching targets together (Northouse & Lee, 2016; Rowe & Guerrero, 2016). Leaders and followers or group members share common goals. The leader does not impose objectives and visions on the followers. The vision should be a common one and the onus of followers understanding the vision lies with the leader (Rowe & Guerrero, 2016, p. 2). To realise the vision, the leader and followers need each other’s support as there cannot be any leader without followers, and vice versa. Whatever is achieved by the leader has a signature of the followers on it, though the leaders claim the biggest chunk of the credit with the followers receiving less acclaim (McCallum, 2013). Summerfield (2014) agreeably puts it that the leader rallies the others for a common course with the trio of leader, followers and goals being equally necessary for successful leadership to occur. For leadership to be successful there must be support from followers, goals to be reached and a leader to drive the leadership process.

After a study of the meaning of leadership, Silva (2016, p. 3) concluded that *“leadership is the process of interactive influence that occurs when, in a given context, some people accept someone as their leader to achieve common goals”*. This research will adopt Silva’s definition as it tries to position the curriculum leadership roles of HODs in a school setting. The curriculum leadership of the HOD (which will be discussed in detail in section eight of this chapter) is positioned within the broader education leadership which is discussed below. The HOD, like any other leader, approaches his or her leadership in a particular way or style. The leadership styles are discussed in the succeeding sections below.

## 2.7 Leadership styles

A leadership style is an arrangement of behaviours displayed by a leader in their interaction with their subordinates (Bhatti, Maitlo, Shaikh, Hashmi & Shaikh, 2012). It is a process in which a leader demonstrates a particular way in order to lead (Gandolfi & Stone, 2017). Ojokuku, Odetayo and Sajuyigbe (2012, p. 202) opine that a “leadership style is the manner and approach of providing direction, implementing plans, and motivating people” and that in so doing determining the culture of the organisation and inspiring the followers. A leadership style is therefore the approaches leaders use to function in given contexts and situations and how they affect their subordinates.

There are a number of leadership styles in the literature. There is no consensus of how many of them there are and which ones are plausible and which ones are not. Some researchers suggest that there are only three leadership styles, others say six, others say eight, while yet more even put the number as high as twelve or even sixteen (Blanken, 2013; Gandolfi & Stone, 2017). As (Buchanan, 2013) puts it, the leadership style theories have evolved since the turn of the 20<sup>th</sup> century through to the 1980s when commanding and controlling was the order of the day, followed by the ‘empower-and-track’ type of leadership styles in the 2000s and then the ‘connect-and-nurture’ ones of the current times. Leadership styles differ in application and approach (Gandolfi & Stone, 2017). They are used differently by different individuals in an organisation to suit the organisation culture or context of a given situation. There is “no one leadership style that suits a particular organisation” (Pawar, 2014, p. 12). A leadership style can affect team innovation, how the organisation performs, as well as has a direct influence on the organisational culture (Nanjundeswaraswamy & Sawamy, 2014).

The HODs must be able to follow a particular leadership style or a combination of leadership styles in order to navigate their way in curriculum leadership, given the demanding and ever changing contexts of their work and the type of individuals or groups of educators they lead. It is worth noting that this research is not going to discuss which leadership style the HODs have to apply in the execution of their duties. The research is also neither going to discuss how the HOD has to apply such, nor to claim to be experts in the leadership styles, as it is more on the curriculum leadership training programmes of HODs and how they are prepared for the work of an HOD. In the process of discussing the leadership styles, the section will be addressing research aim two by exploring how HODs perceive curriculum leadership in secondary schools. A selection of some of the leadership styles that the HOD can practice are discussed below. The discussed leadership styles were chosen because they are readily available in the literature and are commonly used by most leaders.

### **2.7.1 Autocratic leadership style**

An autocratic leadership style is characterised by the leaders taking decisions without involving the subordinates (Gandolfi & Stone, 2017). In practicing autocratic leadership the leader tells the followers what to do and what the end result should look like or should be (Ojokuku et al., 2012). Everything is centred on the leader. There is little or no consultation when decisions are made. The subordinates are expected to implement decisions taken by the leader in a top-down manner, in the form of instructions or strict guidelines.

On the up-side, the autocratic leadership style can reach targets due to time constraints and deadlines. De Hoog, Greer and Den Hartog (2015) argue that autocratic leadership style works best when the subordinates are inexperienced or strict rules have to be followed and also when decisions have to be taken that need urgent attention from all involved like in an emergency.

The downside of an autocratic style includes that the subordinates do not have a chance to practice their talents or have limited opportunities to make inputs on what concerns them. Autocratic followers are very hostile and work against the leader (Ojokuku et al. (2012) and as Nanjundeswaraswamy and Sawamy (2014) put it, there is less sense of belonging than in a democratic style of leadership, as members feel neglected and undermined. The HOD has to be very careful in utilising this leadership style as it can estrange the HOD from the subordinates.

### **2.7.2 Democratic leadership style**

This type of leadership is based on consensus and consultation with subordinates, even though the leader has the final say in what decisions to implement (Bhatti et al., 2012).

Some of the advantages of following the democratic style of leadership are that it affords the followers the opportunity to be involved in decision-making (Pawar, 2014) by consulting them. Followers feel as part of the group as they interact with the leader and other members of the group and therefore understand each other better and support each other. There is greater job satisfaction among the members of the group (Bhatti et al., 2012) as communication flows both upwards and downwards between the leader and group.

The disadvantage of the democratic leadership style is that making collective decisions is time-consuming (Ojokuku et al., 2012). Members of the team should also be well-informed about the issues under discussion as wrong decisions may be taken and the leader may not have much time to guide the followers on what best choices to make during decision-making.

The HOD may be carried away by consultation and consensus which are the basic principles of a democratic style of leadership. Being too much accommodating to the followers and may lead to the HOD losing out on deadlines and allowing for wrong decisions to be taken. It is also very critical for the HOD to understand the followers' weaknesses and strengths so that they know when to allow members to be involved and where not. The transactional leadership style is similar style that the HOD can apply.

### **2.7.3 Transformational leadership style**

Transformational leadership is characterised by the leader's stimulus on followers to set goals, concentrating on and clarifying anticipated results and supporting and inspiring the followers (Caniëls, Semeijn & Renders, 2018). According to Hetland, Hetland, Bakker and Demerouti (2018, pp. 746-748), transformational leaders are seen and expected to challenge their followers to take ownership of their work, inspire change in their followers, to motivate, stimulate intellectual growth in the followers, craft a work ethic for followers, encourage autonomy in the subordinates and therefore instil self-management and innovation.

It is not surprising that transformational leadership is seen as the leading and preferred type of leadership (Caniëls et al., 2018; Hetland et al., 2018). The transformational leadership style is mostly focussed on the growth of followers and their work and personal requirements (Ojokuku et al., 2012). The leader and the followers are bound together in the transformation of the subordinates (Rowe & Guerrero, 2016, p. 167). In support of Rowe and Guerrero (2016), Northouse and Lee (2016) postulate that the interaction between the leader and subordinates is based on the leader satisfying the personal and work needs of the followers. The followers' needs are of importance to the leader; hence the leader motivates the followers to reach personal and organisational goals. Transformational leadership has a strong link with the work place satisfaction (Nanjundeswaraswamy & Sawamy, 2014). Yukl (2013) emphasises that transformational leadership motivates followers to work more, as: (i) it makes workers more prepared for the work at hand; (ii) it encourages workers to be selfless and work more for the team than for themselves; and (iii) it inspires workers to concentrate on the needs that operate at an upper level. Through the transformational leadership style, the leader sees subordinate growth and providing for their needs as very important. In the literal sense of the word, the leader is on a mission to "transform or change" the followers and organisation into a particular direction and culture of doing things "through idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration" (Gandolfi & Stone, 2017, p. 24). For the transformational leaders to achieve the vision of the organisation, they have to work closely with their followers because they know they can't reach their goals without the participation of others.

Some positives on the leadership style are that the leader is closely working with the followers and can therefore influence and monitor the followers closely (Gandolfi & Stone, 2017, p. 24; Ojokuku et al., 2012, p. 204). The leader can also help and stimulate followers to be part of the solution towards a challenge they come across.

For the HODs to succeed in leading the curriculum matters in the school, they must work hand-in-hand with the members of their subject group or department. This can be realised with instances where a new curriculum is introduced, as in the case of South Africa where there were many curriculum changes since 1994. Another example is when a department under an HOD sets targets for a subject or subjects and for the department for an academic year. The HOD cannot tell the educators what to do, but must sit with the educators to decide on what to do, how to do it and when that can be realised. The HOD must literally transform the educators into believing that they can achieve the targets by providing professional, material and personal support. As there are transactions between the educators and the leader through services like teaching and discipline and general welfare of the learners that the educators offer to the school and the recognition of the educators by the leader, the HOD must be knowledgeable in how to implement the leadership style without giving in too much (Bush & Glover, 2014). There are many positives derived from the use of a transformational type of leadership compared to the sparsely available negative.

The study carried out by Caniëls et al. (2018), and supported by (Blom & Alvesson, 2015) show that it is not always the case that transformational leadership enhances subordinate performance, as its success may also heavily rely on the personality and engagement of the said subordinate. Caniëls et al. (2018) further state that the growth in mind-set of the followers may hamper the effectiveness of the transformational leadership. If the growth of the mind-set is higher, there are prospects that the subordinate may accede to the flattery of transformational leadership as advanced by the leader.

#### **2.7.4 Laissez-faire leadership style**

When the leader applies the laissez-faire leadership style, the leader refrains from interfering with what the followers do and allows them complete freedom to do their work. The leader has no structured way of reaching goals (Bhatti et al., 2012), as he or she lets the followers find their way around tasks. The leader hands authority over to the followers. There is very minimal supervision and guidance, as “the rights and power to make decisions is fully given to the worker” (Pawar, 2014, p. 13). The leader is hands-off and mainly delegates tasks to followers with almost no provision of direction (Pawar, 2014). Yang (2015) states that it may sound as if the laissez-faire leadership should be discarded and not used by leaders, but there are

advantages of the style as followers are given a chance to shine and be innovative without anyone pressuring them.

The disadvantage of the laissez-faire leadership style is that it allows too much freedom to followers which can lead to serious mistakes. It can lead to a serious dysfunction of the organisation as followers are allowed to carry out tasks that they are not ready to do (Vann, Coleman & Simpson, 2014).

For the HOD, there must be enough knowledge among the subordinates to allow them to work alone without supervision as many things can go wrong. A novice teacher cannot be allowed to work alone without being supervised as they have to adhere to certain principles of teaching and learning. The leader must advise the novice educator to realise the departmental and curriculum goals. That suggests that there should be some form of transaction between the leaders and the followers in order to realise objectives together.

#### **2.7.5 Transactional leadership style**

With transactional leadership, the leader is willing to recognise a follower or give out something in return for followership (Ojokuku et al., 2012). The exchange can be anything including recognition. The transactional leader looks at furthering their goals through interaction with the followers with an eye on the end result or what has to be achieved (Yahaya & Ebrahim, 2016). The transaction between the leader and follower is beneficial to both the leader and follower and to the organisation as a whole (Gandolfi & Stone, 2017). The downside of this style is that while the follower is a beneficiary of the transaction, the follower does not initiate the transactions. The leaders as sole initiators set objectives that they reach through the follower whom they reward after the task has been completed.

The HOD has to be very careful when using the transactional leadership style. The transactions should be well planned in advance and that the HOD should not make promises which they can't keep or fulfil. The HODs cannot promise rewards for their educators for reaching targets if they do not have budgets for such rewards. On the other hand, transactional leadership can encourage educators to work harder for the rewards, but it needs to be done in a balanced and non-prejudicial way. Educators need to be coached, trained and prepared on how to plan for and how to achieve set goals.

#### **2.7.6 Coaching leadership style**

In using the coaching leadership style the leader is engaged in motivating and encouraging followers to achieve personal and organisational goals. Subordinates are directed while they

are highly supported by the leader (Gandolfi & Stone, 2017). The leader uses two-way communication, he/she takes inputs from the followers while at the same time giving them encouragement (Northouse & Lee, 2016). The leader still chooses what is to be accomplished and how it should be accomplished (Northouse & Lee, 2016; Rowe & Guerrero, 2016). The coaching leader is concerned with the development of followers by encouraging them to try new ways of doing things and how best to complete a task. The strengths of the coaching leadership style is that it builds strengths in followers and that it is aimed at making followers successful at what they do. The weaknesses may be that followers are not always keen to learn new ideas and sometimes are rebellious, leading to time wasting and misuse of resources.

The changing world of education and curriculum in schools affords the HODs the opportunity to work with their educators on new approaches by using their skills to coach the educators on these new approaches. It also affords the HODs a chance to work with new recruits to the department through coaching them on the culture of their departments and that of the school. Leaders can also apply a charismatic leadership style.

### **2.7.7 Charismatic leadership style**

Charismatic leaders are able to instil inspiration in the followers as they have resilient convictions in their views and ideals. The charismatic leaders display confidence and positive sentiments and the ingenious vision they offer (Oreg & Berson, 2014). Charismatic leaders use their character to draw the followers (Ojokuku et al., 2012; Oreg & Berson, 2014) closer to them by endowing rich ground for imagination and innovation in an inspiring way.

The shortcomings of the charismatic style of leadership is that they rarely produce leaders as they are the centre of attraction themselves (Ojokuku et al., 2012). The charismatic leader may be difficult to distinguish from the populist leader who is only interested in developing the followers' specific attitudes and leave out the followers' general values and beliefs.

If the HOD practices this type of leadership style, they must have the necessary understanding of how to use it and not confuse the educator follower. The HOD should not appear to be a leader who is only interested in achieving personal goals and not develop the follower. Leaders and followers may be engaged in a leader-member exchange type of leadership.

### **2.7.8 Leader-member exchange (LMX) leadership style**

The Leader-Member Exchange (LMX) style of leadership is characterised by interaction between the leader and follower (Daft & Lane, 2015; Ojokuku et al., 2012; Rowe & Guerrero, 2016). The LMX is concerned with the quality of exchange related to results for the leaders, the

followers, the groups in which the leaders and followers interact with each other, as well as the entire organisation (Rowe & Guerrero, 2016). (Yukl, 2013) suggests that an organisation will perform better where the leader is actively engaged with the followers and has a good working relationship with them, than in an organisation where there is a lack of good relations and constant engagement.

The HODs who are in constant engagement with their educators stand a better chance of achieving goals. It is also easy for the leaders to establish better relations with their followers.

However, the main focus of the HOD leadership is the curriculum leadership.

## **2.8 Curriculum leadership**

Curriculum leadership can be defined as “a facilitating process in which the leader works with others to find common purpose, build collaborative teams, structure a way of working, and coordinate many complex activities” (Wiles, 2009, p. 21). Curriculum leadership, also known as instructional leadership, school management or education leadership, is a branch of leadership which developed from general management with special focus on teaching and learning (Bush, 2008a). Curriculum leadership is an international phenomenon as it embraces topics such as strategy, learning and teaching, the curriculum, accountability issues and curriculum implementation (Brundrett & Rhodes, 2014, p. 4). It is an international phenomenon as it takes place globally in all education institutions. Like leadership, curriculum leadership has a plethora of definitions and is difficult to pin it to one definition, as it means one thing to one audience and something else to another (Jankowska & Martynoga, 2017b). Louis, Leithwood, Wahlstrom and Anderson (2010) define education leadership as a requirement for operating effective schools while contributing to the cooperation of the participants in the educational processes. It is a task that the leader has to be prepared for as a lack of preparation may cause challenges such as stress and underperformance for the leader.

The development of curriculum leadership put the spotlight on the middle management of the school. The school is where the HOD's leadership is located and practiced (Cardno, 2012). Curriculum leadership involves roles such as technical, professional and interpersonal aspects (Ghavifekr & Ibrahim, 2014, p. 46). For the HOD, curriculum leadership is about leading educators and the activities they undertake to ensure teaching and learning happens effectively by modelling, motivating and creating channels for reciprocal interpersonal relations (Ogina, 2017, p. 224). As a leader, the HOD must be prepared and possess the basic know-how skills for the leadership roles mentioned in this paragraph. The skills can only be gained through training or experience, both of which most newly appointed or promoted HODs lack.

There are numerous studies that emphasise the principal's role as the curriculum leader and how curriculum leadership influences learning (Manaseh, 2016; Ogina, 2017; Valle, Almager, Molina & Claudet, 2015). Ghavifekr and Ibrahim (2014), Ogina (2017) and Shoma, Daud and Subramanian (2016) all agree that curriculum leadership is concomitant with concepts such as supervision of educators, evaluation of both educator and learners, monitoring achievement of goals, curriculum implementation and the process of teaching and learning. To boost professional growth and educator performance, there needs to be improved ways of training HODs for the curriculum leadership roles. In the literature about curriculum leadership, a lacuna on lack of professional development and training on curriculum leadership of HODs was identified (De Lima, 2008). The lack of training in curriculum leadership has a direct bearing on effecting curriculum changes, as was the case in South Africa with the changes that happened in the curriculum since 1994 where educators, including HODs, experienced difficulties when coming to the implementation of the new curriculum (Cowie et al., 2009). This research has a direct interest in the curriculum leadership training of HODs.

Research in curriculum leadership is both challenging and rewarding (Brundrett & Rhodes, 2014, p. 5) due to its complexities, as well as an ever-changing nature and the interest it bears for both the education system and researchers as evidenced by the decades-long reforms in education systems worldwide (Hallinger & Huber, 2012). The interest in curriculum leadership research has seen a dramatic growth in both individual and collective leadership (Hallinger & Huber, 2012, p. 359), putting the spotlight on leadership structures like school-based management and leadership as well as on the training of education leaders such as HODs. How leadership affects learner performance is also a focus point of the research on curriculum leadership (§ 1.6.4). Although the research on curriculum leadership receives attention internationally, the same cannot be said about South Africa as South Africa lags behind in the field of education leadership (Hoadley, Christie & Ward, 2009; Hoadley & Reed, 2012). Bush et al. (2006) further state that the review of education leadership in South Africa shows lack of conceptual richness and suggests that there needs to be a relevant theory development for the South African context. The lack of research also affects the training and development of school leaders in key areas of leadership and management, including curriculum leadership training of HODs (Hoadley et al., 2009, p. 375). The assertions of Bush et al. (2006) and (Hoadley & Reed, 2012) points to the fact that there needs to be training for the education leaders, especially HODs, for curriculum leadership.

Principals, due to their position of authority, are viewed as to have an indirect influence on teaching and learning (Ogina, 2017, p. 225). It is the HODs though, by virtue of their proximity to what is happening in the classroom and through working with both educators and

management, who have direct influence on educators and learners through coaching, encouraging, training and developing the educators (Valle et al., 2015). The HODs therefore need to be well equipped through training to deal with educator and learner curriculum needs.

Without getting much deeper into the roles and responsibilities of HODs, as that will be discussed in (§ 1.6.4), the South African context of HODs dictates that HODs are members of SMTs and constitute the collective role of curriculum leadership. The curriculum leadership role of the HOD revolves mainly around effective teaching and learning and to promote continual educator professional development (Ghavifekr & Ibrahim, 2014), among other responsibilities.

There is an increased expectation from HODs to set and share curriculum targets with team members, to set up curriculum structures, build and develop teams and bring into line their departmental aims and activities with those of the broader school (Albashiry et al., 2016). The discussions below give a better understanding of the HODs by defining who they are, what their roles and responsibilities are, what competencies they possess, what challenges they meet in performing their duties and the training they require to best perform their duties.

## **2.9. The Head of Department (HOD) as part of the middle management and leadership in secondary schools**

The HODs, as part of the SMT, are part of the school leadership tasked with the role of curriculum leadership. Curriculum leaders are responsible for effective teaching and learning (Ogina, 2017). (Ghavifekr & Ibrahim, 2014) postulate that the HODs are also responsible for developing other educators in their line of command. They should also make sure that the educators are continuously trained to achieve the school and department's goals. Seobi and Wood (2016) wrote in their study on HODs that the HODs are engaged in team work and use it to advance teaching and learning in their respective schools and departments.

The head of department (HOD) is part of the middle leadership structure of the school. It is a bit complicated to explain or pin down who the middle managers are, as the line between the SMT and middle management is a bit blurred, as well as between the middle management and the classroom (Cardno, 2006; Cranston, 2009). By middle leadership it is literally meant that these leaders lead from the middle, literally, as they sit between the principal and his management team and the teaching staff (Grootenboer et al., 2015).

The position of HOD is also said to be 'hermaphroditic' or as Gurr and Drysdale (2012) put it, they have hybrid responsibilities as they are not full-time leaders nor full-time classroom educators but perform both tasks. The position is rather ambiguous as the principal and the deputy principal of schools are regarded as middle managers in terms of the education system

but regarded as top management of the school, while the HOD is regarded as middle management in the schooling system (Gurr & Drysdale, 2012). The HODs are referred to as middle leaders in some literature, while in others it is the deputy principals and assistant principals who are referred to as middle management or leaders. The **HOD, department chairs, administrators, curriculum coordinators, subject coordinators, subject leaders, student wellbeing coordinators, syndicate educators, development leaders, team leaders, directors of teaching and learning, and pastoral leaders** are also some of the concepts thrown around when referring to middle managers (Jaca, 2013b). The many concepts used for middle managers is a demonstration that it is not easy to define who they are (Gurr & Drysdale, 2012). For the purpose of this research, the concept of HOD is adopted and used instead of middle managers or leaders.

The HODs have been acknowledged as part of a team of people who are key agents in teaching and learning but their training and development has received less attention (Bennett et al., 2007; Thorpe & Bennet-Powell, 2014). It is only recent that the contribution and potential of HODs has been researched and explored with more vigour (Ogina, 2017; Seobi & Wood, 2016). In the South African context, the HOD is a formal position provided for in the school leadership and management structures like the SMT (Ghavifekr & Ibrahim, 2014) as guided by the Employment of Educators Act, 76 of 1998 (EEA, 76 of 1998) (see figure 2.1). The Act sets out stipulations on remuneration, roles and responsibilities and locus of operation of the HOD which is the subject, learning area or phase in a school (South Africa, 1998).

The HODs' roles are significant as they occupy positions of responsibility for particular areas in the school like the subject areas and the departments they head. The duties and responsibilities of the HOD in South Africa are "varied and individual, depending on the approaches and needs of a particular school" (South Africa, 1998, pp. C-66) and include, but are not limited to, classroom teaching, management of extra- and co-curricular activities, personnel management, general administrative tasks and communication (Fullan, 2015; Harris & Jones, 2017). HODs play an important part in heading their department's curriculum work (Lattuca & Stark, 2009). The roles and responsibilities of HODs as per the EEA are discussed in the sections below.

### **2.9.1 The roles and responsibilities of HODs**

The HODs in secondary schools are basically curriculum leaders by virtue of the expertise they possess in their area of operation and the influence they enjoy over those they lead (Valle et al., 2015). In the main, the HODs are chosen to head a department, subject or phase due to the expert knowledge they have on a particular subject rather than having other technical know-how of leading and managing (Fullan, 2015). For the HOD, the most basic skill that they have to

possess is that of teaching in a classroom, which also forms part of the foundation of the HOD's curriculum leadership (Jaca, 2013b), so that they may know what is taught in the classrooms and be able to advise educators on the pedagogical approaches best suited for a subject or learning area.

### **2.9.1.1 Teaching and learning**

It is globally agreed that leadership in schools makes the greatest difference in learner performance (Gurr & Drysdale, 2012; Ko, Hallinger & Walker, 2014; Smith, et al., 2013) and that leadership comes second in strength only to classroom instruction (Gurr & Drysdale, 2012; Leithwood, Day, Sammons, Harries & Hopkins, 2006). It is then not surprising to realise that the HOD should be well equipped with skills and knowledge of the subject or learning area in order to manage and lead teaching and learning activities in their department.

The HODs should possess a deep comprehension of the subject content and technical know-how of the teaching of the subject or learning area. In addition, the HOD should also be able to communicate the knowledge and skills of the subject (Handler, 2010) to both the educators and learners, in the form of modelling, motivating and creating channels for reciprocal interpersonal relations. The HOD must impress on the learners and educators the subject expertise he or she possess (Ogina, 2017, pp. 224-230). Not only should the HODs understand the fundamentals of the subject, but they should also have a rounded and grounded understanding of education and the influence it exerts on the broader society (Ogina, 2017; Seobi & Wood, 2016). HODs are required to demonstrate a well-developed comprehension of the relational values between assessment as well as teaching and learning, especially in the phase of the ever-changing curriculum as it occurs in South Africa (Handler, 2010). The HOD must consider developmental, cognitive and emotional aspects of the curriculum, as they relate to teaching and learning in order to be able to manage teaching and learning effectively (Ghavifekr & Ibrahim, 2014).

Apart from doing classroom teaching, I reckon, the HODs also have to check compliance of the curriculum by educators. They have to check educator files, scheme of work, lesson plans, learner mark sheets and class, grade or phase mark schedules for the term and academic year (Ogina, 2017; Seobi & Wood, 2016). It may be summed up that though the HOD may check the educator files and work for compliance, it does not mean that the educators are compliant or that the set teaching and learning objectives and targets are met (Manaseh, 2016). The fact that the HOD may not be able to get educators to comply with policy and curriculum due to lack of training raises the training question for HODs, which is necessary to assist them to perform their work to the best of their ability. The South African context of HODs does not only require of the

HOD to manage classroom activities, but also those activities that happen outside the classroom that are necessary to make the teaching and learning process possible.

### **2.9.1.2 Extra- and co-curricular activities**

There are a number of activities that the HOD is involved with outside the classroom. These activities are important for teaching and learning as they support what happens in the classroom. The activities include being in charge of the subject, being involved in the development of the policy of the department, coordinating evaluation or assessment, providing guidance to educators, and controlling and coordinating activities in the department and communication with stakeholders both internally and externally on curriculum matters. The above activities are discussed below.

#### **2.9.1.2.1 In charge of the subject**

The HOD is required to be in charge of the subject by performing some administrative duties such as planning, goal setting and reporting related to the subject. Additionally the HOD has to manage the school stock, department stock, work allocation, budgets, as well as supervise educators (Bambi, 2012). As part of their leadership role, HODs are expected to optimise learner and educator performance by being strategically engaged in classroom improvement through providing support structures for curriculum work for both educators and learners (Wiles, 2009) on a given school subject. The engagement and provisioning of support can only happen when the HOD is well trained and knows what is expected from them through thorough preparation and continuous training for good curriculum leadership and subject orientation (Ogina, 2017; Seobi & Wood, 2016; Smith et al., 2013). The HOD must own up to learner performance and take full accountability for motivating, coaching and inducting of staff on curriculum matters (Manaseh, 2016). Part of their responsibilities is also to set priorities, explain what to do to educators and lend a helping hand and provide guidance and avoid being too authoritative towards the educators they lead (Spillane & Zuberi, 2009). Lattuca and Stark (2009) agree that inspiration is an essential part of the HOD curriculum leadership tasks. The question of training provided to HODs before they assume their leadership position and “on-the-job” training and development always looms large. This research explores whether HODs receive pre-training for the role of curriculum leadership, or whether there are training and development opportunities during their tenure as curriculum.

Another extra-curricular activity for the HOD is to provide resources to educators for use in the classrooms and for acceleration of educators’ “on-the-job” training and development (Albashiry et al., 2016). The HOD is also directly involved in assessing of educators’ workloads and

making sure that everyone is allocated equal tasks fairly that they are able to perform (Grootenboer et al., 2015; Smith, et al., 2013). HODs do not work alone. They are the leaders of a team of educators in their department. The HOD leads the team to develop policy together.

#### **2.9.1.2.2 Development of policy**

Jointly with members of their teams, HODs develop the policy for their departments by being a policy conduit between the upper management and the lower level of educators in the classroom (Stephenson, 2010). They oversee and guide educators on national curriculum changes and how that in turn affect internal policy formulation and stability (Smith, et al., 2013). The HODs frequently collaborate with educators on policy development. The collaboration is for ownership and to develop feeling of belonging in the educators by planning together as a team and sharing some responsibilities (Heng & Marsh, 2009). By working together with educators the HOD helps them in setting targets and goals, setting up structures and teams and aligning the department's activities with the school's vision and mission (Lattuca & Stark, 2009). Through working with educators, HODs are encouraging the educators to own up and to take pride in their own actions (Albashiry et al., 2016). Furthermore, the HOD helps the educators with and is actively involved in developing teaching and learning strategies for the phase, grade or subject (Ogina, 2017) to raise learner performance.

Lattuca and Stark (2009), supported by Wiles (2009), agree that the HOD must ensure that the aims of the curriculum and the accreditation standards, for example accreditation for Grade 12 in the South African context, the mission of the department and subject goals are well-articulated, shared, reviewed, and understood by the educators. The HOD has to create and communicate clear positions for their department (Ghavifekr & Ibrahim, 2014).

As curriculum leaders involved in policy development for their departments, the HODs are leading the planning of teaching and learning (Ogina, 2017), making sure that teaching and learning yields the best results possible and keeping in touch with the latest trends in education and curriculum related matters (Heng & Marsh, 2009). Furthermore, HODs are expected to carry out curriculum leadership tasks including, but not limited to, setting and sharing curriculum related goals, building teams, and making sure that the department's activities are aligned to the overall school's vision (Spillane & Zuberi, 2009; Wiles, 2009). The work of an HOD is not only about coordinating policy for their department but also to coordinate assessment activities in said department.

#### **2.9.1.2.3 Coordinate assessment**

Assessment is a continuous process of evaluating performance and is inclusive of a feedback and communication processes, which assist in indicating learner achievement by providing evidence of achievement of learners gathered through a variety of forms and instruments (Bambi, 2012, p. 60). Assessment also includes the processes of collecting, analysing and interpreting of information that will help stakeholders such as the SMT, parents, educators and the DBE in understanding and interpreting the outcomes as well as making decisions on learner progress (DBE, 2009a). The National Protocol for Recording and Reporting (NPRR) for Grades R-12 stipulate that evidence of assessment be recorded and filed in documents such as educator profiles, learner profiles, report cards, mark sheets and schedules (DoE, 2005). It is the HOD who should assist educators in competently monitoring and assessing learners' academic progress, and they also have an obligation to monitor and assess the learner through various instruments and forms and tasks such as assignments, tests and examinations (Bambi, 2012).

Assessment should establish what levels of competency learners are on in a particular subject. It is not an easy task to establish these levels of competency unless the HODs and their teams have the level of preparedness and skill to do so. The team should also possess a set of knowledge levels about a subject to carry out the assessment tasks meticulously. The HOD should have knowledge of various assessment techniques in order to guide their department members on what best techniques can be applied to a particular subject, content or form of assessment. The HOD should be able to guide the educators on the application of an informal form of assessment which is used to provide feedback for improvement purposes, as well as a formal form of assessment which provides educators with a systematic evaluation of learner progress in both subjects like Mathematics and English and grades like grade nine and grade 12 (DBE, 2009a; DoE, 2005).

When giving feedback on learners' progress, the educator is communicating to stakeholders on what the levels of competency the learners have reached through the report cards (DBE, 2009a). Other forms of feedback can be oral feedback to learners and parents, meetings, parents' evenings, letters to parents, e-mails to parents and school newsletters (Bambi, 2012). The HOD should guide educators through the important aspects of assessment like subject combinations that allow learners to progress to next grade or repeat a grade, rating codes and their meaning, university entrance requirements, number of formal assessment for a subject and academic year, and the setting of targets as per department, school, district and national levels.

The HODs are not always in the classrooms to see and know what the educators are assessing, but through experience, knowledge and training, the HODs are able to plan,

implement, monitor and evaluate assessment activities that unfold in their departments. It is the essence of this research to establish the training level of HODs on curriculum leadership matters in secondary schools. The HOD, as an appointed official, is responsible for curriculum leadership and has an obligation to provide guidance on curriculum matters to those that they lead.

#### **2.9.1.2.4 Provide guidance**

The HODs are very influential in helping to shape the vision of the school by being actively involved in having inputs on the vision of the school (Koh, Gurr & Drysdale, 2011). The department's vision is shared between the HODs and educators in their departments and must align to the main vision of the school. Through their guidance, the HODs must be clear in the direction and guidance they provide to their teams. Guidance should not be done haphazardly though, but in a very organised way to yield the envisaged results and be aligned to the direction the school wants to follow (Wiles, 2009). I agree that the guidance the HODs provide should be well thought-out, based on achievable targets and be shared amongst the broader school community.

Sharing of ideas, setting direction and provisioning of guidance can take place on a number of platforms, such formal and informal meetings, where vision and targets are shared and discussed with educators for better understanding and ownership. Guidance should not only be on the vision of the department, but also on helping educators in reaching personal and work-related goals by setting up systems, platforms and processes that can assist the educators in reaching their goals (Koh et al., 2011).

The HOD must be able to think ahead and be able to see the bigger picture and not only concentrate on the vision of the department they lead, but also that of the school. A successful HOD is one who is able to work in partnership not only with those internally, but also with those outside the school, like a curriculum specialist. The HOD should also provide training and resources to educators for the successful completion of identified tasks (Albashiry et al., 2016). By doing so, the HOD will acquire the much needed knowledge and skills they can use to provide guidance to educators in their own departments (Leithwood, 2016, p. 122) and the broader school community.

Due to the intermediary and collaborative position they occupy within the school, the HODs are always well-placed to serve as mediators of information and decisions between the higher and lower structures of the school management levels. The HODs collaborate with other colleagues, like HODs at their level, educators in their departments and senior leaders in the SMT, and in

the process has influence and control over the flow of information horizontally and vertically on issues implicating the school's future (Lárusdóttir & O'Connor, 2017). The HOD should not only provide guidance to the educators and the school leadership, but also have control over and coordinate activities they are responsible for.

#### **2.9.1.2.5 Co-ordinate and control activities**

It is through planning, organising, coordination and control that the HODs can create firm structures for their departments, and in the process enabling the departments and the school to function productively (Bambi, 2012). The HOD has to coordinate activities in such a way that they are meticulously carried out to yield the best results possible. As part of their leadership and managerial roles, the HODs must create supporting conditions for teaching and learning to occur, and for equitable distribution and optimum utilisation of allocated resources (Ogina, 2017). The HOD is expected to carry out monitoring and control of educators' work in classrooms through regular classroom visits to ensure compliance and implementation of the curriculum. The monitoring and control activities should be planned beforehand and all involved must be informed in advance of what the plan entails. Sampling of learner work for control purposes and the provisioning of guidance where educators lack some is also part of the HODs planning, organising, coordinating and control roles (Manaseh, 2016). The latter roles are inclusive of control of mark sheets and schedules, and attendance to time-tables and other school and management and leadership routines (Ogina, 2017).

The achievement of curriculum goals depends on the planning for the school generally, but specifically on the departments where HODs have to set targets and come up with specific plans of how to achieve such targets and goals (Bambi, 2012; Leithwood, 2016; Manaseh, 2016). The plans involve setting specific time frames, compiling budgets, allocation of resources, what activities are to be carried out over what period and when, as well as who to carry out the activities and performance indicators for each activity (Bambi, 2012). The plans include, but are not limited to, the departments' activity plan for the year, lesson planning, capturing collating and release of learner results, educator evaluation, class visit scheduling, educator development, and so forth (Manaseh, 2016). Planning itself is a very important activity of the curriculum leader, but it has to happen within certain contexts and limitations. For planning to be successful it must happen within the limits of the school, there must be coordination among all other structures within the school like other departments and the SMT (Bambi, 2012). The HOD must be well trained and educators should be developed and capacitated to carry out the planned activities. They should also be able to master the role of organising.

Organising is the process of managing and avoiding chaos and eliminating conflict over responsibilities among those working together (Bambi, 2012; Osterman, 2012). The organising role of the HODs happens when they create structures that allow harmonious working conditions and team achievement over individual achievement on set goals (Bambi, 2012). Organising includes a number of tasks, such as the allocation of duties to educators. The allocation should be done with utmost care and consultation as it should be applied equitably and fairly based on the educators' knowledge, experience and expertise. Tasks should be prioritised and responsibility and authority delegated accordingly. When forming teams, the HOD also has to monitor the relations between team members and their knowledge and skills in order to attain set goals and targets (Bambi, 2012; Smith et al., 2013).

The organising role of the HOD includes the acts of managing human resource activities in distributing work equitably and making sure that allocated resources are used optimally for the work they have been allocated for. It is also important to consider the training the HOD has to receive to perform all the activities related to organising, particularly towards curriculum leadership, considering the time they spent on each task, especially teaching and learning. The HOD has to coordinate activities in his/her department too.

The process of coordinating relates to the alignment of the who, what, with what and when of people, tasks, resources and time which have to be used together in a reciprocal way to reach the targets and goals of the institution generally and the departments in particular (Bambi, 2012). Osterman (2012) argues that people and activities should be matched to promote team work and cooperation. The synchronising or coordinating will also help in the uniform and equitable distribution of allocated work among educators.

Osterman (2012) further states that it is important to consider the time HODs spend on monitoring educators, solving curriculum related problems, relaying information from superiors, mentoring new educators, monitoring curriculum implementation, moderating question papers and memoranda, ensuring deadlines are met and always keeping an eye on teaching and learning and learner performance. For this research the readiness of HOD to perform these demanding tasks is very important. Their training is vital and should be considered before and after appointment to the leadership position. The HOD is not only expected to plan, organise and coordinate but should also apply a control process.

In applying the control process, the HOD applies measures to assess and regulate teaching and learning by scrutinising the work done by the educators. The control is done to ascertain whether the curriculum objectives are in line with policy or if policy expectations are met, to check whether the right pedagogy and teaching methods are applied or if some adjustments

need to be made to reach the objectives (Bennett et al., 2007). The HOD must to control educator planning, visit classrooms to observe educators presenting lessons, and moderate educator assessment to establish whether the correct forms of assessment and instruments are used (Smith, et al., 2013). In addition, the HOD can use subject-specific meetings and workshop attendance as a form of gauging educator subject expertise by allowing them to present on certain topics, and give feedback on prior-arranged topics of discussion on the subjects they teach. The HODs should encourage responsibilities in organising and co-ordinating school activities.

#### **2.9.1.2.6 Share in responsibilities of organising and conducting of extracurricular and co-curricular activities**

The HOD does not only get involved in the issues of teaching and learning, being in charge of a subject or department, or developing policy for a subject or department, but also does evaluation and assessment and provides guidance (Albashiry et al., 2016). There are other areas outside the mentioned ones that the HOD is involved in either on a daily basis or occasionally. These areas include budgeting, sourcing and distribution of resources for the departments (Gurr & Drysdale, 2012), learner safety and pastoral roles for educators, mentoring and coaching (Marshall & Rossman, 2011) for new and promoted educators (Hammersley-Fletcher & Strain, 2011), being part of the SMT where decisions about the school in general and about curriculum in particular are taken (Lárusdóttir & O'Connor, 2017), and chairing departmental meetings where decisions about targets for a subject, subject policy, assessment policies and so forth are taken (Hammersley-Fletcher & Strain, 2011). The HODs' interaction or lack thereof with the personnel under their command can make or break the department and lead to poor performance of the department.

#### **2.9.1.3 Educator development and appraisal**

The HOD is in direct supervision of educators (Ghavifekr & Ibrahim, 2014; Ogina, 2017). The supervision leads to interaction between the HOD and educators, which may result in the development of educator competencies. Better performance from educators leads to attainment of objectives (Mercer, J., Barker & Bird, 2010) which primarily are the improved learner performances. The HOD has to be abreast with the latest developments in education policy and curriculum matters. Radical changes in policy render HODs incompetent as they have to catch up with the latest developments, while they are expected to be experts in their subject field and train their teams of educators. Training for both educators and HODs has to be provided constantly to match up with the policy and curriculum changes. The South African HOD is affected by these education policy and curriculum changes, which happened many times over

the past two decades (Smith, et al., 2013) and still continues to happen. It becomes difficult for HODs to train educators on something they are not trained on themselves.

The area of personnel management includes areas such as assisting the principal to recruit suitable educators in identified positions, and monitoring and evaluating educators' work through standardised systems and processes such as Integrated Quality Management Systems (IQMS). IQMS is a system that is used to evaluate educators' work over a cycle of one year to ascertain whether they comply with the teaching and learning standards (Mercer, et al., 2010). IQMS is also used to monitor an institution's overall effectiveness, to evaluate an educator's performance (Mercer, et al., 2010, p. 114), to identify specific needs of educators for support and development, to promote accountability among educators, and to prepare the environment for educator development (ELRC, 2003), for which the HOD is directly responsible.

As part of educator appraisal, evaluation and training, the HOD has the obligation to train and provide support to educators to solve curriculum related problems, to improve educators' teaching abilities, and also to develop professionally (Mestry, Hendricks & Bisschoff, 2009). The HOD also has to develop educators in team work, setting common goals, preparing and writing of common assessment tasks and analysing learner performance together (Bambi, 2012; Mercer, et al., 2010). The HOD is responsible for evaluating the educator's work, observe the educator in the classroom, assess the educators' training and development needs and also recommend the educator for salary and grade progression. The HOD serves as the supervisor to the educator as the chair of the Developmental Support Group (DSG) (Mestry et al., 2009).

One can draw conclusions from the literature that the HODs can manage personnel by organising, managing and leading their teams while allowing internal democracy to take place in issues such as decision-making, setting departmental objectives, working together with members of other departments and the SMT, monitor and evaluate educators' work without prejudice or favouritism, and lend support for personal and group growth. Leading personnel involves the process of communication as leadership is about interaction and sharing the envisaged vision.

#### **2.9.1.4 Communication**

Part of what HODs do is to share information with other HODs, to interact and share information with SMT members in one end and with educators in the other (Ghavifekr & Ibrahim, 2014). In

the act, the HODs have to encourage open communication among members of their teams or departments and the school at large. Through departmental leadership, the HOD is able to facilitate conditions for institutional learning where productive communication allows team development. The HODs use their position to motivate and encourage staff through modelling on how best to get things done through and with others. Communication is a daily occurrence and should be done in a way that will allow interaction and should therefore not be one-way (Wang & Shen, 2017). Communication should be reciprocal, and that means the HOD should be a good listener too. By listening, the HOD will be allowing members of their department or team to have inputs on matters they feel strongly about, and in turn have a better understanding of what their team members say which will lead to better decision-making.

As curriculum leaders HODs need to encourage external and internal cooperation with curriculum role-players such as institutions of higher learning and accreditation bodies like Umalusi in South Africa. Umalusi is an accreditation body in South Africa dealing with the quality control of the results of exit grades such as Grade 12, to check if the national norms and standards for passing a grade are met. Wiles (2009) argues that the HOD must create networks for communication and guarantee that those involved in curriculum matters, mainly educators, have an understanding of what is being discussed and planned in the school. Not only should the HOD encourage educators to be actively involved in group and department activities, but should also ensure that a positive and effective climate for collaboration exists (Bryman, 2007) through allowing conditions for collaboration, time management, conflict resolution, collective decision-making and allowing a work environment that is conducive for growth (Wiles, 2009; Wiles & Bondi, 2007). In everything that the HOD communicates, whether formally or informally, internally or externally, with senior or junior members of staff, there must be clarity of expectations and the communication must be easy to understand.

In conclusion, the HODs assume the role of an agent of change due to the communication networks available at their disposal, either vertically to and from the SMT or horizontally to and from the educators. The networks are a good windfall for the HOD to expedite personnel development and build teams that work together. There are other general responsibilities that the HOD should also carry out.

#### **2.9.1.5 General**

Generally, the HOD is the face of their departments' activities. They are also expected to be mentors of junior and newly appointed members of staff, be coach of a cultural or sporting

team, be a model educator by being able to demonstrate lessons in classrooms, be part of recruitment panels for new members of staff, be seen and be ready to go to persons for subject related issues. The HODs must seek and provide resources like textbooks and lab materials for members of their teams (Lárusdóttir & O'Connor, 2017; Manaseh, 2016; Ogina, 2017). Seobi and Wood (2016), Valle et al. (2015) and (Wood, E. & Hedges, 2016) further state that while a lot of expectation is placed on the HOD, it should be kept in mind that lack of experience, lack of training and rudimentary communication skills are all deterrents and need to be developed in the HOD.

Furthermore, HODs are expected to do a lot in comparison with other administrative tasks, most of which is discussed above, despite them spending little time leading their departments and performing subject development activities. Ghamrawi (2010) agrees that due to a lack of pre- and in-service professional preparation and training for a curriculum leadership role, as well as inadequate support and encouragement for HODs to play such a role, especially in developing countries like South Africa where resources are a factor, the HOD in many instances lack sufficient curriculum leadership skills to carry out systematic subject and general curriculum regenerations, which in turn leads to academic departments without vision and unrevised curricula. With the ever-changing curriculum policy in South Africa the HOD can become a crucial component in the education system to help educators to understand and be able to implement the changes. The issue is that the HODs like all educators and are not trained on the new curriculum developments, rendering them helpless when it comes to training and developing their own staff.

## **2.10 International context of HODs**

The HOD is part of the middle leadership in schools and also part of the SMT in the South African context (Ogina, 2017, p. 225). It is called by many names and defined differently in many countries across the world depending on the size of the school and the roles and responsibilities they have to perform (Bassett & Robson, 2017). It is a position of great significance in the education leadership structures generally and for the school in particular (Seobi & Wood, 2016). The position of HOD is located between the principal and the teaching staff, making it a conduit of information between the two structures and one that has great influence in the formulation and implementation of policy for both the school and the subject department (Bassett, 2016). The section below clarifies the concept, naming, appointment, role and duties of HODs in different countries.

### **2.10.1 United Kingdom**

In the United Kingdom (UK), the HOD is part of the middle leadership or management structure of the school (Shaked & Schechter, 2017). The middle leadership of the school are also termed curriculum leaders, subject leaders, subject coordinators, year heads, project leaders, evaluation coordinators, instruction coordinators and HODs themselves (Bennett, Newton, Wise, A. & Economou, 2003; De Nobile, 2018; Harris, Busher & Wise, 2001; Javadi et al., 2017; Lárusdóttir & O'Connor, 2017; Shaked & Schechter, 2017). The HODs have extra responsibilities of leadership and management on top of being the classroom educator (Fleming & Amesbury, 2012). The position of the HOD is located below that of the SMT and above that of educators (Fleming & Amesbury, 2012; Shaked & Schechter, 2017), putting them literally in the middle as their title sometimes suggests. The position of HOD in the UK is an official one provided for in the leadership and management hierarchy of the school (Shaked & Schechter, 2017).

The literature review reveals that in the past two to three decades there has been a number of changes at the macro, meso and micro policy levels (Brown, 1999) in the UK. The changes had significant effects on the operational and developmental activities of school leaders which emphasised control and accountability on curriculum and assessment (Hammersley-Fletcher & Strain, 2011). There was re-engineering of the country's education system in a deliberate way to effect change in school leadership. The changes saw increased accountability placed on schools for the education they provide (Shaked & Schechter, 2017; Thorpe & Bennet-Powell, 2014). The era saw a rebirth of the HOD position in schools and it was being taken very seriously by authorities through initiatives such as the Teacher Training Agency (TTA) and Office for Standards in Education (OFSTED) (Thorpe & Bennet-Powell, 2014).

Before the era of TTA and OFSTED, which are the two policy and monitoring and evaluation developments that heralded a new era for education leadership in the UK (Thorpe & Bennet-Powell, 2014), there was little done to prepare teachers for the role of HOD, little in-service provision for the HOD and lack of research in this important field (Fitzgerald, 2009; Fitzgerald et al., 2006; Shaked & Schechter, 2017). The assumption was that educators would inherit philosophies, gain skills and develop capabilities which would prepare them for high-ranking positions like that of HOD which they wished to occupy. To date, some changes have been realised thanks to the new measures for training of leadership positions through the TTA (TTA, 1996) and the introduction of the National Professional Qualification for Middle Leadership (NPQML) offered by accredited service providers by the Department for Education in the UK (Thorpe & Bennet-Powell, 2014; DfE 2013). Those eligible to apply for the qualification are middle leaders with the responsibilities

for leading a team, for example key stage leaders, curriculum area leaders, pastoral services leaders, subject leaders, special educational and needs coordinators (SENCO) and HODs.

The HOD in the UK is argued to be the centre for supporting classroom educators (Shaked & Schechter, 2017). They actually have the crucial obligation for the improvement of teaching and learning in classrooms (Shaked & Schechter, 2017; Thorpe & Bennet-Powell, 2014). The subject department provides the most common organisational vehicle for school subject knowledge in secondary schools, but unlike the curriculum development, the area of HOD curriculum leadership has not been widely researched (De Nobile, 2017). It is only now that many academics view the leadership of the HOD as the key to developing successful schools (Bambi, 2012; De Nobile, 2017; Gurr & Drysdale, 2012; Javadi et al., 2017; Seobi & Wood, 2016; Shaked & Schechter, 2017; Smith & Winter-Irving, 2009). Following what has been exposed in the literature about the significance of the HOD through the position they occupy, this research would align itself with those who see the HODs position as pivotal to teaching and learning and curriculum implementation, monitoring and evaluation, and other areas of concern in the school, particularly those that the SMT cannot oversee due to other constraints.

Both initial and current literature on HODs in the UK points to a plethora of roles and responsibilities of the HOD. A selection of some which apply to this research is that the HOD is expected to give strategic direction and development of the subject or subject area they lead; to oversee teaching and learning; to lead and manage staff, to efficiently and effectively deploy staff and resources (Harris et al., 2001; TTA, 1998; DfE, 2013). The HOD is expected to monitor colleagues work and perform classroom observations (Thorpe & Bennet-Powell, 2014), though these actions may be seen as act of surveillance over colleagues which may lead to hostilities. Furthermore, the HOD has to focus on learners' work, do some administrative duties like learner results, are responsible for some organisational roles like budgeting for department and school, supervise educators and develop staff members and play strategic roles of formulating a vision for the school and department (De Nobile, 2017). In conclusion, the literature reveals that the position requires of the HOD to plan, coordinate and collaborate team activities with other stakeholders in order to realise the envisaged vision of the school. Hereunder follows a look at an HOD position from an Australian perspective.

### **2.10.2 Australia**

In the Australian context, the HOD's position is also referred to as middle leader and are equated to positions like faculty head (Bassett & Robson, 2017), syndicate leaders, assistant principals, curriculum leaders and subject or team leaders (Grootenboer et al., 2015). The HOD's position is located between the teachers below them and the senior management above them, and in a way lead from "among" their colleagues (Grootenboer et al., 2015, p. 509). It is a very critical position in Australian education generally and in the school leadership in particular (Cranston & Ehrich, 2009). The position of HOD in Australia has received little attention from researchers and theorists (Cranston & Ehrich, 2009; Grootenboer et al., 2015; Margolis, 2012) on what position classifies as HODs, what they do or what they are expected to do in school settings. However, some research on the position of HOD has been done recently (Grootenboer et al., 2015).

The HOD is a formal position in Australia (Grootenboer et al., 2015, p. 509). It is an acknowledged position and is subsidised by the ministry of education based on the size of the school and the responsibilities bestowed upon the incumbent (Fitzgerald, 2009). The incumbent is allowed time away from the classroom to perform administrative duties attached to the position (Bassett & Robson, 2017; Fitzgerald, 2009; Grootenboer et al., 2015). HOD positions developed due to the increased pressure on the principal position due to the complexities of administrative duties of the principal which includes finances, human resources and the management of other areas in the school. The principal could therefore not afford to oversee the curriculum implementation, which is the core business of the school (Evans, 2016). This is an area which this research would argue that the HODs fit perfectly, provided they understood what is expected of them or are well skilled and developed.

The position of the HOD in Australia has evolved so much that it is not only concentrated on subject specialisation (Evans, 2016), but has moved on to specialist areas, such as those of monitoring and evaluating both learners' and educators' work, development of school-wide policy, mentoring and coaching, quality assurance, and communication with stakeholders (Bennett et al., 2007). Furthermore, the roles and responsibilities of the HOD in Australia have been documented in the education ministries (New Zealand. Ministry of Education, 2012). These include, but are not limited to: change in pedagogy, working with educators towards their understanding of roles in implementing the vision and policies of the school in general and subject department in particular, provision of leadership, establishing workable relationships, communicating and sharing information with all stakeholders, creating an environment which is safe and conducive for teaching and learning, provisioning of professional development to educators, conflict resolution, and encouraging creativity and innovation in matters of curriculum implementation (Bassett & Robson, 2017; New Zealand. Ministry of Education, 2012).

The roles and responsibilities are immense for the HOD. It is of concern to note that there is little research carried out with regards to identities of HODs in reference to the school leadership hierarchy, what they do or are expected to do (as compared to principals and deputy principals) and what the enablers and barriers for performing their duties are. A discussion of the HOD in Malaysia follows below.

### **2.10.3 Malaysia**

There is limited information in the literature on the Malaysian context of the HOD. The web search on the topic of HOD and middle leadership of schools does not yield much return on the topic. The available literature reveals that in the Malaysian context the HOD is part of senior teachers in secondary and primary schools such as academic assistant educators, HODs, heads of subjects, directors of student affairs, educators in charge of subjects, and team leaders often performing what is termed middle leadership (Kasim et al., 2015). Kasim et al. (2015) see the roles and responsibilities of Malaysian HODs as diverse and inconsistent as some of their duties are neither performed in their departments nor by themselves. The Malaysian HODs manage the academic curriculum and lead a number of educators (Javadi et al., 2017, p. 478). The HODs' position and role in Malaysia is a formal appointment located between the senior management team and educators doing normal teaching or supervision roles (Kasim et al., 2015). The position is on the second tier of the school leadership structure between the SMT and the educators who are at the chalk face of the schooling system, being in the classroom and in contact with the learners most of the time. In the traditional organisational structures, the Malaysian HODs are placed in the middle of the hierarchy of the school structures (Javadi et al., 2017).

In their capacity of head of department the Malaysian HOD is expected to perform both the teaching and leadership roles, as well as make a noteworthy impact on the performance of their departments (Javadi et al., 2017). Their roles can be summarised as those of being academic, administrative, managerial and educative (Javadi et al., 2017, p. 479). The literature is not clear on what qualifications the Malaysian HOD should possess for ascending to the position of HOD, or even how they are recruited to the positions. It is also silent on how they become senior educators, whether it is through experience or any formal qualification or work output. The available leadership development and training can be obtained from the University of Nottingham, Malaysia, which provides a qualification for middle managers. The university stated that: The programme is aimed at new and aspiring middle managers to master theoretical and practical approaches to leadership and management. After completion of the stated programme, the holder is expected to explore organisational culture and ethos, examine continuous professional development (CPD) as a means of developing and improving practice,

as well as understand key issues relating to policy, strategy and resources in the ever-changing leadership and management landscape in schools (Kasim et al., 2015). The programme outcomes expect students to: reflect on and evaluate systematically own practice as a leader and manager, further develop own leadership and management potential, develop strategies to cope effectively with change and contribute to the management of change; explore own leadership style, team-building, negotiating and delegation strategies, manage the work of teams and colleagues, make effective use of CPD, contribute to continuous improvement in school and student achievement and to better understand organisational culture, climate and ethos to improve leadership and management. The roles of the HOD in Malaysia compares with most of those from international countries like the UK and Australia, perhaps that being because most countries will look to the West for benchmarking their education systems. The Kenyan context of the HOD is discussed below.

#### **2.10.4 Kenya**

In the education system of Kenya, the HOD is a formal position provided for in the leadership structure of the school. It is part of the first-line academic and administrative heads in the school who possess appointment letters from the Teachers Service Commission (TSC) as HODs, including department chairs, sector heads and unit heads (Atebe, 2009; Maingi, 2015). The position of the HOD in Kenyan secondary schools was established in 1998 through the scheme of service for graduate teachers. Before 1998 there was no salary benefit for HODs (Atebe, 2009). Those who qualified after the posts were advertised in 1998, were placed in different job levels according to the size of the school they worked at (Atebe, 2009).

The management guidelines by the TSC states that to manage people, the HOD must be able to make decisions, solve problems and be good communicators, which is a skill they will use especially in departmental meetings and conversations (Atebe, 2009, p. 5). Additionally, the Kenyan HOD has to perform other tasks such as human resources, be a relations manager who needs to have individual capacity to motivate others and to promote team spirit in the department, teach the subject of specialisation in the department, have curriculum leadership and supervision skills, and create an atmosphere that facilitates effective learning (Atebe, 2009). The responsibilities vested on the HOD require critical and creative thinking to maintain interactive learning in the department. Further responsibilities of an HOD include the expectation of being able to coordinate the department, possessing information and data assembly skills, being familiar with and possess competence in interpreting curriculum aims in teaching and learning activities, and have knowledge in book and record keeping (Atebe, 2009; Maingi, 2015).

Research has neglected the position of the HOD in Kenyan schools, as it has concentrated on other levels, especially that of principals (Atebe, 2009; Maingi, 2015; Rosenfeld et al., 2008). The Kenyan HOD does not receive formal training before assuming this important and influential position (Maingi, 2015). If HODs do not possess the pre-requisite knowledge on what their responsibilities are, the departments they lead may perform poorly (Atebe, 2009; Rosenfeld et al., 2008). It may be concluded, deducing from the reviewed literature on Kenyan HOD, that there is a lack of training afforded to HODs, which places them in a precarious position in carrying out the responsibilities expected of them. The perspective of the HOD in Trinidad and Tobago is discussed below.

### **2.10.5 Trinidad and Tobago**

In Trinidad and Tobago, the HOD is part of middle leadership and management, which includes senior educators and senior special education educators who are appointed officially at secondary schools by (Trinidad and Tobago Ministry of Education, 2012). The Trinidad and Tobago Ministry of Education (2007) posits that the appointment of the HOD position is through promotion or appointment. The ministry states that HODs are expected to work together with the College and School educational leadership to ensure high standards of teaching and learning practice and processes while being guided by Education Officers.

According to the Malta. Ministry of Education Youth and Employment (2007), the duties and responsibilities of the HOD include the following:

- Performing the duties of educators and the HOD for a particular subject or group of subjects;
- Actively assisting the principal in ensuring good professional practice, standards, and quality of teaching and learning of subject or subjects through proper dialogue with the class teachers and, under the direction of the relative education officer, promotes a healthy process of reciprocal informal observation of class teaching practices;
- Advising and contributing to curriculum development at school and system level under the direction and guidance of the respective education officer;
- Co-ordinating the teaching and learning of the subject or subjects for which one is responsible;
- Setting examination papers, co-ordinating marking schemes and moderating examinations and assessment processes at one's school as well as in other schools;

- Ensuring timely and adequate provision of textbooks, materials and equipment required for the effective teaching of the subject across schools;
- Ensuring that the maintenance and upkeep of equipment related to the subject at school is regularly carried out;
- Preparing specifications and budgets for the requirements of the subject-specific teaching tools and equipment, including laboratory equipment;
- Mentoring other educators in the subject of their speciality;
- Holding and leading regular departmental meetings and ensuring the keeping of minutes; and
- Encouraging participation in school projects and other projects in accordance with targets as agreed with the SMT.

There is no formal training obtained by an HOD before assuming their leadership role (Bissessar, 2017). The Trinidad and Tobago government espoused to have a professional development programme through its Strategic Plan 2011-2015 (Malta. Ministry of Education Youth and Employment, 2007; Ministry of Education, 2012). According to (Bissessar, 2017, p. 12) the strategic plan was aimed at assisting HODs to fulfil their roles and responsibilities. However, due to a lack of training opportunities it did not materialise. Lack of training has been a challenge to HODs in most of the countries discussed above, and the Canadian context of the HOD is not any different, as discussed below.

#### **2.10.6 Canada**

Bouchamma (2012) postulates that the Canadian HOD position is a formal position which represent power accorded to the incumbent. On the other hand, Paranasic and Riveros (2017, p. 434) citing the Education Act of Ontario of 1990 and the Ontario Leadership Framework by Leithwood (2012) argues that the HOD is simply a co-ordinator and supervisor of programme components that the principal has identified. The arguments by Boucahamma and Paranasic show that although the position of HOD in Canada has received attention from academics and researchers, it is still under-researched, has received less attention and is an underutilised position in the leadership hierarchy of the school.

The principal of a school can create an HOD position depending on the needs of the school (Paranasic & Riveros, 2017, p. 434) and the incumbent does not need prior experience or a formal qualification to be appointed in the position of HOD (Paranasic & Riveros, 2017, p. 434).

The incumbent in the position of HOD in Canada is expected to supervise teaching and learning activities of their departments, ensure the effective use of time and that a conducive teaching and learning environment prevails. In studies carried out in Canada in recent years, the following were shown as extra expectations from the HOD: (Harris et al., 1995, p. 247 as quoted by Leithwood (2016, p. 133) To:

- Possess a collegial management style;
- Have a strong vision of the subject effectively translated down to the level of the classroom in collaboration with staff;
- Be effective in organisation in areas of assessment, record keeping, homework, etc.;
- Possess good resource management skills;
- Establish an effective system for monitoring and evaluating;
- Develop structured lessons and regular feedback channels;
- Manage and oversee clear routines and practices within lessons;
- Oversee implementation of the syllabus;
- Be a pupil-centred person and establish ethos that systematically rewards pupils;
- Afford opportunities for autonomous pupil learning; and
- Have a central focus on teaching and learning.

Paranosic and Riveros (2017, pp. 441-446) add the roles of liaison, modelling, coordination, clerk, advocate and filter as part of the HOD's responsibilities. The liaison role means that the HOD can be the "informant" of the SMT while supporting the educators by supplying them with up-to-date information of what is happening in the school. By modelling, the HOD is regarded as one who displays the characteristics of a good teacher who can teach at various levels of the school. The coordinating role sees the HOD understanding and having a holistic picture of the school or department, working collaboratively with educators through the supervisory responsibilities bestowed onto them (Harris & Spillane, 2008). HODs plan, create and implement policies for their departments (Bouchamma, 2012). The HOD also performs the duty of being a clerk by managing budgets and ordering, distributing and overseeing usage of resources and other supplies (Friedman, 2011; Paranosic & Riveros, 2017). The position of HOD puts them in positions where they can be advocates of others, particularly educators, when such a need arises. Paranosic and Riveros (2017) further assert that sometimes speaking

truth to power puts the HODs on a collision route with the SMT. If the HODs challenge the decisions of the SMT, they may find themselves at odds with their superior, which in turn may make their work difficult. The HOD therefore plays a crucial role of managing relations in the school and department which affirms the critical role they play in school leadership. The messages that are exchanged between the SMT and the educators are relayed by the HOD who interprets and filters what to convey to either of the two groups. The HOD decides what is to be conveyed to the other parties in an act of protecting those who may be hurt by the information (Paranosic & Riveros, 2017, p. 446).

The HOD in Canada does not receive special training in preparation for a leadership position, but can apply for a promotion to HOD and later take up professional development and training offered by accredited service providers (Guo & Pungur, 2008; Ministry of Education, 2012). It is very important to note that the training of educators for leadership positions is crucial as preparation will allow them to perform their duties with confidence. The training of an HOD for their leadership position is very important to this research as the research seeks to look into the leadership training programme of HODs in secondary schools.

The discussion about the HOD in the UK, Australia, Malaysia, Kenya, Trinidad and Tobago and Canada has revealed some commonalities and differences in the context of the HOD in the respective countries. The South African context of the HOD is discussed in the section that follows below.

### **2.11 The South African context of HOD**

In South Africa an HOD is a senior educator who is part of the SMT and is formally appointed to the position (Shaked & Schechter, 2017) after a recruitment and interview process. In South Africa, an educator requires expertise in a subject in order to be appointed to the position of HOD (Bennett et al., 2003; Dinham, 2007; Poultney, 2007; Zepeda & Kruskamp, 2007). Teaching experience is also cited as important (Bush et al., 2006; Dinham, 2007; Weller & Weller, 2000) as an HOD has to have knowledge of the content and teaching skills of the subject. Poultney (2007) postulates that educators, HODs, and principals all perceived teaching and leadership ability, as well as mastery of subject matter, to be more important for HODs than experience in the profession. Other favoured attributes included knowledge of the subject, management skills, and strong interpersonal skills (Bennett et al., 2003; Dinham, 2007; Leithwood, Harries & Hopkins, 2008; Poultney, 2007; Weller & Weller, 2000; Wise, 2001). Poultney (2007) explicitly cited HOD level of academic preparation, indicating that graduate study was less important than an HODs abilities to teach, lead, and manage. It is, however, noticeable that the training and development provision for HODs in schools has, to date, been

relatively limited (Albashiry et al., 2016). Reviewed research reports suggest that many new HODs seem to lack preparation for the role and that few training programmes were available for aspiring or new HODs, although some improvements have been done lately (Shaked & Schechter, 2017).

The duties and responsibilities of the HOD in South Africa are “varied and individual, depending on the approaches and needs of a particular school” (South Africa, 1998, pp. C-66) and include, but are not limited to, classroom teaching, management of extra- and co-curricular activities, personnel management, general administrative tasks and communication (Fullan, 2015; Harris & Jones, 2017). HODs play an important part in heading their department’s curriculum work (Lattuca & Stark, 2009). The roles and responsibilities of HODs as per EEA are discussed in the sections above.

In South Africa, the educator appointed to an HOD position should possess a minimum qualification of Matriculation (Grade 12 or National Senior Certificate) plus a three year teacher qualification (M+3) with a Relevant Education Qualification Value (REQV 13) (South Africa, 1998). The HOD is expected to have at least three years of actual teaching experience in the subject or subject group as well as appropriate experience (PAM, 1999) which includes knowledge, skills and attitude towards fellow educators in the subject group. The educator should understand the context and conditions of the specific school (PAM, 1999).

In order to meet the new demands of HOD curriculum leadership, a much more coherent comprehensive training programme for HODs is required. It is one of the aims of this research to explore the HODs’ curriculum leadership in secondary schools and the training opportunities needed to prepare them sufficiently for this. The discussions in the literature study about the context of an HOD in different countries have revealed some commonalities and differences. How the South African context of the HOD compares internationally is discussed below.

## **2.12 Comparisons between international and South African contexts of an HOD**

The literature reveals that the HOD is part of the group of middle level managers, also referred to as project leaders, evaluation coordinators, instruction coordinators, faculty head, syndicate leaders, assistant principals, curriculum, subject or team leaders, academic assistant educators, co-curriculum assistant educators, heads of subjects, directors of student affairs, deans, senior educators and senior special education educators, department chairs, sector heads, unit heads, educators in charge of subjects, and team leaders (Bennett et al., 2007; Javadi et al., 2017; Kasim et al., 2015; Lárusdóttir & O’Connor, 2017; Lawrence, Lenk & Quinn, 2009; Shaked & Schechter, 2017). In the literature, it is revealed that middle management, as it was known in

research, has recently begun to be known as middle leadership (De Nobile, 2017; Shaked & Schechter, 2017). While HODs serve in different countries, they are regarded in similar ways and their roles and responsibilities are not very different from those in other countries (Javadi et al., 2017). The HOD position is located between the SMT and educators, making it the relay for information between the two structures in a school (Bassett, 2016; Cranston, 2009; Fitzgerald, 2009; Grootenboer et al., 2015; Ogina, 2017; Seobi & Wood, 2016; Wood, E. & Hedges, 2016). The literature also reveals some differences on how HODs are regarded and used in different countries (Javadi et al., 2017). Table 2.1 below explains these similarities and differences on who the HODs are, what qualifications they possess or should possess, the requirements for employment as HODs, and their roles and responsibilities in the referred countries as described by the authors and researchers mentioned in the previous paragraphs.

## Comparisons between international and South African contexts of an HOD

**Table 2.1 – Comparisons between international and South African contexts of an HOD**

Country	Middle level school leadership accorded to HOD or equivalent	Training provided to HODs before and after appointment	Requirements for appointment to HOD position	Roles and responsibilities
United Kingdom	<ul style="list-style-type: none"> <li>• Curriculum leaders,</li> <li>• subject leaders</li> <li>• subject coordinators,</li> <li>• year heads,</li> <li>• project leaders,</li> <li>• evaluation coordinators,</li> <li>• instruction coordinators</li> </ul>	National Professional Qualification for Middle Leadership offered by accredited service providers by the Department for Education in the UK.	Those eligible to apply for the qualification are middle leaders with the responsibilities for leading a team, for example key stage leaders, curriculum area leaders, pastoral services leaders, subject leaders, special educational and needs coordinators	<ul style="list-style-type: none"> <li>• give strategic direction and development of the subject or subject area they lead;</li> <li>• to oversee teaching and learning;</li> <li>• to lead and manage staff;</li> <li>• to efficiently and effectively deploy staff and resources;</li> <li>• to monitor colleagues' work and perform classroom observations;</li> <li>• to focus on learners' work;</li> <li>• to do some administrative duties like learner results;</li> <li>• are responsible for some organisational roles like budgeting for department and school; and</li> <li>• supervise educators and develop staff members and play strategic roles of formulating a vision for the school and department</li> </ul>
Australia	<ul style="list-style-type: none"> <li>• Faculty head,</li> <li>• syndicate leaders,</li> <li>• assistant principals,</li> <li>• curriculum leaders</li> </ul>	There is no formal training to become HOD. An educator in the position or aspiring to become	There is no formal requirement to become HOD. An educator may be recruited or appointed to the position	<ul style="list-style-type: none"> <li>• Be a subject specialist;</li> <li>• monitoring and evaluation of both learners' and educators' work;</li> <li>• development of school-wide policy;</li> <li>• mentoring and coaching;</li> <li>• quality assurance and communication with stakeholders;</li> </ul>

Country	Middle level school leadership accorded to HOD or equivalent	Training provided to HODs before and after appointment	Requirements for appointment to HOD position	Roles and responsibilities
	and <ul style="list-style-type: none"> <li>• subject or team leaders</li> </ul>	HOD can enrol with an institution accredited by the education ministry to further their studies or up their skill.	as long as they meet the requirements	<ul style="list-style-type: none"> <li>• work with educators towards their understanding of roles in implementing the vision and policies of the school in general and subject department in particular;</li> <li>• providing leadership;</li> <li>• establishing workable relationships;</li> <li>• communicating and sharing information with all stakeholders, creating an environment which is safe and conducive for teaching and learning, providing professional development to educators, conflict resolution and encouraging creativity and innovation in matters of curriculum implementation</li> </ul>

Country	Middle level school leadership accorded to HOD or equivalent	Training provided to HODs before and after appointment	Requirements for appointment to HOD position	Roles and responsibilities
Malaysia	<ul style="list-style-type: none"> <li>• Academic assistant educators,</li> <li>• co-curriculum assistant educators,</li> <li>• heads of subjects, directors of student affairs,</li> <li>• educators in charge of subjects, and</li> <li>• team leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Schools Leadership Skills for New and Aspiring Leaders and Middle Management offered by the University of Nottingham, Malaysia</li> <li>• Educators also have to undergo continuous professional development (CPD)</li> </ul>	No clarity on what qualifications and other requirements needed for promotion or appointment	Roles can be summed up as those of being: <ul style="list-style-type: none"> <li>• academic;</li> <li>• administrative;</li> <li>• managerial; and</li> <li>• educative.</li> </ul>
Kenya	<ul style="list-style-type: none"> <li>• Department chairs,</li> <li>• sector heads and unit heads</li> </ul>	There is no formal training to become HOD. An educator in the position or	Applications when positions are vacant and recruitment processes are followed	<ul style="list-style-type: none"> <li>• make decisions on curriculum related matters;</li> <li>• solve problems in own department and be good communicators;</li> <li>• chair departmental meetings and conversations;</li> <li>• perform tasks such as human resources;</li> </ul>

Country	Middle level school leadership accorded to HOD or equivalent	Training provided to HODs before and after appointment	Requirements for appointment to HOD position	Roles and responsibilities
		<p>aspiring to become HOD can enrol with an institution accredited by the education ministry to further their studies or up their skill</p>		<ul style="list-style-type: none"> <li>• manage relations;</li> <li>• motivate others and promote team spirit in the department;</li> <li>• teaching the subject of specialization in the department;</li> <li>• be a curriculum leader;</li> <li>• supervise, monitor and evaluate others' work;</li> <li>• create an atmosphere that facilitates effective learning;</li> <li>• coordinate the department activities;</li> <li>• interpret curriculum aims into teaching and learning activities; and</li> <li>• do administrative duties and record keeping.</li> </ul>

Country	Middle level school leadership accorded to HOD or equivalent	Training provided to HODs before and after appointment	Requirements for appointment to HOD position	Roles and responsibilities
Trinidad and Tobago	<ul style="list-style-type: none"> <li>• Deans</li> <li>• senior educators and</li> <li>• senior special education educators</li> </ul>	No formal training required by HOD before assuming the leadership role	The appointment of the HOD position is through promotion or appointment after application and recruitment process	<ul style="list-style-type: none"> <li>• performing the duties of educators and HODs for a particular subject or group of subjects;</li> <li>• actively assisting the principal in ensuring the good professional practice, standards, and quality of teaching and learning of subject or subjects through proper dialogue with the class teachers and, under the direction of the relative education officer, promote a healthy process of reciprocal informal observation of class teaching practices;</li> <li>• advising and contributing to curriculum development at school and system level under the direction and guidance of the respective education officer;</li> <li>• co-ordinating the teaching and learning of the subject or subjects for which one is responsible;</li> <li>• setting examination papers, co-ordinating marking schemes and moderating examinations and assessment processes at one's school as well as in other schools;</li> <li>• ensuring timely and adequate provision of textbooks, materials, and equipment required for the effective teaching of the subject across schools;</li> <li>• ensuring that the maintenance and upkeep of equipment related to the subject at school is regularly carried out;</li> <li>• preparing specifications and budgets for the requirements of the subject-specific teaching tools and equipment, including laboratory equipment;</li> <li>• mentoring other educators in the subject of their speciality;</li> <li>• holding and leading regular departmental meetings and ensuring the</li> </ul>

Country	Middle level school leadership accorded to HOD or equivalent	Training provided to HODs before and after appointment	Requirements for appointment to HOD position	Roles and responsibilities
Canada	Head of department,	<ul style="list-style-type: none"> <li>• No formal special training for preparation for leadership position,</li> <li>• No number of years of experience required to become HOD</li> <li>• Educator can apply for promotion to HOD and later take up professional development and training offered by accredited service providers</li> </ul>	A formal professional qualification as educator is required	<ul style="list-style-type: none"> <li>• assist in creating a culture of excellence for the department and the whole school;</li> <li>• establishing goals and expectations through visionary planning;</li> <li>• strategic acquisition, distribution and management of resources and assistance in budgeting and budget allocation for department;</li> <li>• planning, coordinating and evaluation of teaching and learning and the curriculum;</li> <li>• promoting and participating in educator development;</li> <li>• ensuring order, discipline and providing support to both learners and educators;</li> <li>• modelling teaching and learning;</li> <li>• help enforce team work and cooperation;</li> <li>• liaison;</li> <li>• modelling;</li> <li>• coordination;</li> <li>• clerk; and</li> <li>• advocate.</li> </ul>

Country	Middle level school leadership accorded to HOD or equivalent	Training provided to HODs before and after appointment	Requirements for appointment to HOD position	Roles and responsibilities
South Africa	Head of department	No formal or special training required. The HOD must have subject specific knowledge and pedagogy.	HOD should possess a minimum qualification of Matriculation (Grade 12 or National Senior Certificate) plus a three year teacher qualification (M+3) with a Relevant Education Qualification Value (REQV 13) (this has recently changed as the requirement is a four-year educators' qualification). The HOD is expected to have at least three years of actual teaching experience in the subject or subject group, as well as appropriate experience. Appropriate experience includes knowledge, skills and attitude in the subject group. The teacher should understand the	<ul style="list-style-type: none"> <li>• classroom teaching;</li> <li>• management of extra- and co-curricular activities;</li> <li>• personnel management; and</li> <li>• general administrative tasks and communication.</li> </ul>

Table 2.1 is a representation of how different countries vary or are similar in calling their middle managers (Bassett, 2016; Cranston, 2009; Fitzgerald, 2009; Grootenboer et al., 2015; Ogina, 2017; Seobi & Wood, 2016; Wood, E. & Hedges, 2016). Countries use different concepts such as dean, senior educators, curriculum leaders, subject leaders, subject coordinators, year heads, project leaders, evaluation coordinators, instruction coordinators, faculty head, syndicate leaders, assistant principals or team leaders to refer to those in middle management of schools and perform the work equivalent to that of an HOD as in South Africa. There is varying demand on the type of qualification the educator should possess in order to become an HOD. The requirements for promotion to the level of HOD also vary according to country, sometimes even provinces or states in one country, such as in Canada and Australia. HODs are basically curriculum leaders in schools but are also required to perform various other responsibilities which are included in Table 2.1. There are similarities in the roles and responsibilities of HODs in various countries as well as differences of what the HOD is expected to do.

### **2.13. Perceptions on curriculum leadership by HODs and principals**

HODs are responsible for the subjects they teach and at the same time they need to focus on their leadership and management tasks as senior teachers (Fitzgerald, 2009). The dilemma of being educator and supervisor is worsened by more expectations from the principal and SMT. The work of the HOD is very arduous, mostly driven by expectations on how curriculum leadership should be carried out from both the HODs themselves, the SMT and principals of schools (Zepeda & Kruskamp, 2007). The expectations and perceptions of both the HOD and SMT can cause tensions for HODs themselves and the principals in executing their duties. It is important to discuss these perceptions from the HODs' and principals' points of view.

#### **2.13.1 Perceptions of HODs on their curriculum leadership**

The HODs' perceptions about their roles as curriculum leaders are that they were brought to their positions of leadership formally (Friedman, 2011) to raise standards of curriculum performance and achievement of learners and educators (Thorpe & Bennet-Powell, 2014). In addition, HODs perceive their development as not receiving the same attention as that of senior leadership of schools such as principals (Simkins, 2012) in the areas of training and development. Compared to principals' training and development, the HODs feel that they are short-changed in receiving the much needed training for the execution of their curriculum leadership roles (Albashiry et al., 2016). In the study carried out by Bennett et al. (2007, p. 455) the perceptions of HODs in raising standards is mainly interpreted as getting higher exam results (Thorpe & Bennet-Powell, 2014). Bennett et al. (2007) further note that HODs feel that

their leadership role is expected to be transcended to the whole school and that they must be loyal to their departments. The HODs also perceive that they are expected to function within the main culture and hierarchy of the school and the professional rhetoric of collegiality (Thorpe & Bennet-Powell, 2014, p. 53), which they are not prepared for. The HODs see themselves as having to work together with other HODs and educators in their schools and departments. It is, however, noticeable in the literature that the HODs do not understand what collegiality entails due to a lack of training and preparation as curriculum leaders.

In studies conducted by (Manaseh, 2016) as well as Seobi and Wood (2016) on how HODs perceive their roles as curriculum leaders, the following commonalities appear: (i) the HODs see themselves as monitors of teaching and learning through checking the schemes of work, lesson plans, subject logbooks, and class journals of educators; (ii) motivating educators for extra commitment to their work; (iii) being role models to educators; (iv) commitment to performing extra work; (v) being effective communicators; (vi) set goals; (vii) demand educator accountability; (viii) have ownership of learner performance and being people oriented. A one size fits all approach to the leadership roles of HODs does not apply to all schools. The lack of the same approach to leadership and leadership training is confusing to HODs (Valle et al., 2015). The perceptions of HODs are also that, instead of principals developing them, the principals are concentrated on bureaucratic tasks that do not help to build healthy relations with educators (Ogina, 2017; Sarikaya & Erdogan, 2016). The HODs feel that the principals are impeding on their functionality as curriculum leaders through exerting too much authority on what the HODs do (Friedman, 2011). Even in the same school, the culture of one department differs considerably to the next (Chow, 2013), making it a bit difficult for the HOD, particularly the newly appointed ones, to follow a particular way of leadership, hampering how they execute their duties as curriculum leaders (Seobi & Wood, 2016; Valle et al., 2015). There is an expectation among HODs that they should have awareness and abilities for their subjects which they have to transfer to their fellow educators with the intent to increase learner performance (Ghavifekr & Ibrahim, 2014). HODs are expected to be and see themselves as experts in their subject field and as curriculum leaders, but they are also aware of the need for training to be in full control of what is expected of them (Ogina, 2017; Smith, et al., 2013). It is not only HODs who have perceptions about their roles as curriculum leaders, but principals of schools also have some perceptions about the HODs.

### **2.13.2 Perceptions of principals on HOD curriculum leadership**

The position of HOD has been in existence in many developed and developing countries like South Africa (Heng & Marsh, 2009) and it has been used in the school leadership structures, though it is still difficult to pinpoint their purpose in schools (DeAngelis, 2013) because the

position is underutilised and greatly untapped in school leadership research (Leithwood, 2016). Not as much research has been done on HOD leadership as is with school principals. Principals have a direct influence on who gets appointed to the position of HOD in order to use them as they wish (DeAngelis, 2013; Klar, 2012) through being part of the recruitment and selection panels and in many cases they are the ones who recommend who to employ. The principals expect the HOD to “perform routine managerial tasks, such as maintaining the departmental budget, ordering supplies, and assigning educators to class” (DeAngelis, 2013, p. 109), even though recent studies indicate that there are more expectations to be performed by HODs including educator evaluation, monitoring, training of educators, providing vision to the departments and curriculum improvements (Javadi, 2014; Ogina, 2017) and pedagogical advancement of schools (DeAngelis, 2013). These roles of HODs are traditionally not associated with the HODs curriculum leadership (De Lima, 2008; Dinham, 2007), but the principals and the changing roles of HODs demand the HODs to perform them. It is not far-fetched that principals will demand the HODs to perform the extra tasks. Overall, the principals see the HODs as professionals who can be controlled, manipulated, used and professionally managed to achieve their own needs (Fitzgerald, 2009). The perceptions of principals about HOD leadership roles are not always negative though, as some perceive the HOD as part of a distributive leadership in schools (Leithwood, 2016). The distributive type of leadership can bring a greater amount of improvement in learner performance only if the HODs are prepared for their work through training. It is important to note that how the HODs are prepared and used in their work is largely dependent on the leadership approach of the principal. The work of HODs is not a smooth affair. It is also characterised by enablers and barriers which are discussed below.

### **2.13.3 Enablers and barriers of HOD curriculum leadership**

Being an HOD can be very challenging as there are circumstances that allow for one to do one’s work without hindrance, and those that can hinder or deter one from performing such work (DeAngelis, 2013). The issues or circumstances that are supportive to one doing one’s work are called enablers. On the opposite side of enablers there are issues and circumstances that hinder one to do one’s work. These are called barriers. The discussion below address sub-research question two and research aim three in chapter one which are about barriers and enablers that HODs face in their roles as curriculum leaders.

#### **2.13.3.1 Enablers to HOD curriculum leadership**

There are a number of enablers that can assist the HOD to perform their work. The enablers include school culture, support from leadership, support from support, training and professional

development and team work. The enablers are discussed below.

#### **2.13.3.1.1 School culture**

A number of enablers to the leadership roles of HODs are mentioned in the literature by authors and researchers such as Leithwood (2016), Ogina (2017), Seobi and Wood (2016) and Simkins (2012). Among the enablers are collegiality among staff members and a school-wide culture that transcends across all spheres and levels of the school. The culture should put emphasis on teaching and learning which is observed and followed by all involved, where platforms for learner grievances are provided, and access to prospects of leadership procurement competences are available and encouraged (Leithwood, 2016). The school culture should also afford ample time for monitoring, mentoring and class visiting, and have a close working relationship with SMT and the principal. HODs are also very at ease at their work when they feel compensated and rewarded for the work they do. The compensation varies with amount of work done, size of school and resourcefulness of the school. The HODs need support from the school leadership to perform their work.

#### **2.13.3.1.2 Support from school leadership**

The school leadership and management support plays a crucial role in enabling the HOD to perform their duties (Pinkelman, McIntosh, Rasplica, Berg & Strickland-Cohen, 2015). Existing research established that the school leadership and management led by the principals play an important role of being a support base for the HODs (McIntosh et al., 2014). McIntosh et al. (2014) and (Pinkelman et al., 2015) further note that the school leadership which is actively involved in supporting its leaders demonstrate that they are (i) actively involved in the school's operations, (ii) show a prominent leadership style, and (iii) act as facilitators in the process of support of other leaders. The principal is extremely involved in sustaining broad support for educators, including HODs, in the school (McIntosh et al., 2014). Effective supervisory skills by leadership and consistent articulation of active support are crucial to HOD growth and development. If support is consistent, it will enable the HOD to overcome the challenges they may encounter at work. Support is also provided by staff members.

#### **2.13.3.1.3 Staff support**

Like school leadership and management support, staff support is also acknowledged as an enabler to HODs' performance of their work (Sanford DeRousie & Bierman, 2012). The staff has to support the HOD to demonstrate their commitment to the ideals of the department and the school. The staff must be open to be led, to be told what to do and participate in decision-making (Sanford DeRousie & Bierman, 2012). The HOD's work is made easy by getting all the

support they need from everyone involved in teaching and learning. Cooperation from members of the staff, particularly from the members of the department the HOD heads, give assurance to the HOD that they are appreciated. Even though the HOD receives support from staff members, the need for training and development cannot be overemphasised.

#### **2.13.3.1.4 Training and professional development**

How people perform their work is dependent on the level of training they receive (Pinkelman et al., 2015). The quality, currency and regularity of training provided, including the assistance provided to staff, will always enable the employee like the HOD to perform at a higher rate than what they would normally do. Training and constant professional development sustain the performance of employees (McIntosh et al., 2014). If the HOD had received prior-training for the position of leadership the prospects of them succeeding in the new position are better than of someone who received no training on leadership at all. Team work is also an enabler in the work of an HOD as curriculum leader.

#### **2.13.3.1.5 Team work**

Teams always meet together and members know each other and understand how each member operates. The HOD is enabled to perform their work to the best of their ability if the team understands the HOD, how the HOD does things, and know the HOD's thinking patterns (McIntosh et al., 2013). Pinkelman et al. (2015) argues that regular meetings and good organisation of such meetings enable leaders to perform better, as they can share their ideals and desires with the team members. Team work exposes the team members to how decisions are made and how they will be implemented.

However, the HOD also faces a number of barriers in carrying out their work.

#### **2.13.3.2 Barriers experienced by the HOD as curriculum leaders**

It is not always easy to lead. In the course of their duty, the leaders will meet challenges that impede their work output. The impediments or barriers can present themselves in various forms and at various stages of the leader's work. Being underutilised by management, lack of resources in doing one's work, logistical barriers, competing priorities and lack of support from school leadership are but some of the barriers that the HOD may experience in exercising their curriculum leadership.

### **2.13.3.2.1 Underutilisation by principals**

Among the barriers experienced by the HOD is that of not being utilised optimally by the principals or SMT (Seashore & Wahlstrom, 2012). In addition, Leithwood (2016, pp. 124-125) adds that some barriers to HOD curriculum leadership can firstly be attributed to educator preferences, which indicate that most educators do not support HODs as middle leadership but instead prefer to be led by senior leaders especially when with regards to classroom observations and class visits. Secondly, Leithwood (2016, pp. 124-125) stated that the barriers can be attributed to educator unions who interfere with the roles and responsibilities of HODs by wanting to limit their scope of work, particularly when coming to curriculum improvement, involvement in educator recruitment, involvement in educator conflict resolution and mentoring of staff in their departments. Thirdly, Leithwood (2016, p. 126) postulates that the educators' own expectations and understanding of what their role is can also be a barrier, as the HOD has limited knowledge of what they are supposed to do and are afraid to take risks in case they fail and are reprimanded. The fourth barrier identified by Leithwood (2016, pp. 126-127) is that of the perceptions of SMT and principals of the HOD. Leithwood argues that where the principal practices a distributive kind of leadership, the HOD will be able to work freely and improve in what they do (Leithwood, 2012). Contrary to what Leithwood (2012) states, some principals are not interested in what the HODs do, but see them as implementers who should rubber-stamp the management's decisions. The situations where HODs are used as conduits of management's decisions stifle the HOD's growth and productiveness. It is always a challenge for HODs to provide guidance to fellow colleagues as they are not only working within their own departments but with other departments and the whole school. They are sometimes afraid to give their own opinion for fear of being labelled as one who interferes. The HOD may also be afraid to give advice to members of other departments within the school as they may be seen as interfering or taking over the affairs of those departments. The reviewed literature also points out a number of other barriers including a lack of resources. For any employee to perform their work optimally, they require an adequate supply of resources.

### **2.13.3.2.2 Lack of resources**

Resources may be time, money, text books, classrooms, laboratory equipment and even staffing (McIntosh et al., 2014). If the HOD is not provided with the resources in their personal capacity or in their capacity as leaders of a department, they are likely to perform poorly or become discouraged in carrying out their work. Suppose there is a lack of staff, the HOD has to see to it that the learners who do not have an educator for a particular subject are taught. The HOD will have to negotiate with other educators for the learners to be taught or kept busy. The educators may refuse or argue with the HOD, leading to the HOD not enjoying their work. Lack

of laboratory equipment may lead to learners performing poorly and having the HOD to explain to the SMT why that has happened. The circumstances may lead to depression on the side of the HOD. Despite a lack of resources, an HOD may also experience logistical barriers.

#### **2.13.3.2.3 Logistical barriers**

Logistical barriers can impede the HOD's performance (Pinkelman et al., 2015). The logistical barriers may include, but are not limited to, time, school culture, protocol, and reporting lines. A negative school culture may impede on how people interact and how they relate to each other, leading to low morale and mistrust among colleagues. If there is too much protocol and there are many layers of reporting, information may become extorted (McIntosh et al., 2014). The HOD also needs time to perform administrative duties like class visits, monitoring both educators' and learners' performance and overseeing the implementation of the curriculum (Pinkelman et al., 2015). If the HOD is not afforded enough time to do the administrative work, they may be impeded in carrying out such duties. In many instances the logistical barriers are compounded by competing priorities.

#### **2.13.3.2.4 Competing priorities**

There are new and many competing priorities, responsibilities and applications that contend with existing ones in the school. The priorities, like the implementation of new curricular, introduction of new assessment techniques and new promotion requirements for learners (Pinkelman et al., 2015), are some of the issues that occupy the immediate attention of the HOD. Other impeding and competing priorities HODs are faced with are the need for self-development, which is a requirement for work progression and developing others for the same purpose. These competing priorities hinder the performance of the HOD as they must prioritise, which is sometimes impossible, leading to them working without planning and prioritising. HODs are expected to reach school targets, but are also faced with policy implementation expectations from district, provincial and national targets that they have to reach. In order to do this effectively, the HOD needs support from the school leadership and management, which they sometimes do not get.

#### **2.13.3.2.5 Lack of support from the school leadership**

Lack of support from the school leadership may be a barrier to the performance of the HOD (Leithwood, 2016). If the leaders do not have support for the HOD's work, the HOD may end up not being innovative. Support is a leadership intervention that may help the HOD become productive. Lack of support from the school leadership may lead to the HODs themselves not supporting any initiation from the management, no matter how promising the initiative might be.

The HOD may end up being a passive supporter of the initiative, meaning they will agree to be part of the initiative but do nothing when implementation is required (McIntosh et al., 2014; Pinkelman et al., 2015). Both the HOD and leadership must rely on each other for support. In concluding the chapter, a short summary is presented below to highlight some of the discussions from the literature review.

#### **2.14 Summary**

The preceding chapter did a literature review which forms part of the empirical research on the HOD as curriculum leaders and curriculum leadership training of the HOD. The chapter gave an outline of the concept of curriculum and the formats that it can take. The purposes of curriculum were discussed. In trying to put the curriculum leadership into context, curriculum changes that took place in South Africa since 1994 were discussed. The curriculum situation in South Africa before 1994 and reforms after 1994 were extrapolated on with an aim of putting forward the challenges experienced by both educators and HODs in grappling with curriculum changes. The review of C2005, RNCS and the timelines of its review from 2000 to 2002, the NCS and the CAPS, which is the present curriculum policy in South Africa, was carried out. The concept of leadership and the commonalities in its definition were also discussed. Leadership styles and curriculum leadership of HODs were inferred to and a discussion on the curriculum leadership roles of HODs in the South African context with international comparisons was also carried out. Table 2.1 demonstrated similarities and differences of the South African and international contexts of HODs. In concluding the literature review, perceptions of both HOD and principals on the curriculum leadership of HODs and the enablers and barriers to HODs in performing their curriculum leadership roles were discussed.

## **CHAPTER THREE**

### **The nature, content and structure of HOD curriculum leadership training programmes in secondary schools**

#### **3.1 Introduction**

Chapter Three seeks to address the main research question and aim one of the research by exploring the current nature, content and structure of HOD curriculum leadership training programmes in secondary schools. During the discussions, training and development in education, inclusive of professional development programmes and frameworks for development are also going to be extrapolated on. Zhao's school knowledge management framework and strategies and new perspective on teacher professional development, as well as Chen and Chang's whole teacher approach to professional development will also be discussed. Further, the nature, content and structure of HOD curriculum leadership training programmes in secondary schools in the international context for countries like the UK, Australia, Malaysia, Kenya, Trinidad and Tobago, and Canada will be discussed. The discussions also include a look at the nature, content and structure of HOD curriculum leadership training programmes in secondary schools in South African.

Training has been taking place in organisations for many years and its definition is vast and varied and is thus applied according to the consumer at a given moment. Training can be defined as planned and systematic activities designed to promote the acquisition of knowledge, skills and attitudes (Salas, Tannenbaum, Kraiger & Smith-Jentsch, 2012; Sartori, Costantini, Ceschi & Tommasi, 2018). Training should be deliberately designed, provide opportunities for learning through instruction, demonstration, practice, and it should be diagnostic and provide feedback about the trainees (Salas et al., 2012, p. 77). Kulkarni (2013, p. 136) declares that "training implies constructive development in such organisational motives for optimum enhancement of quality of work life of the employee". Both Kulkarni (2013) and Salas et al. (2012) agree that training involves the improvement of employee performance. Aguinis and Kraiger (2009, p. 452) add another dimension, that of improving teams and organisational effectiveness when they mention that "training is the systematic approach to affecting individuals' knowledge, skills, and attitudes in order to improve individual, team and organisational effectiveness". The provision of training is expected to improve the knowledge, aptitudes, skills and abilities of the employee in performing certain duties and improving organisational output and competitiveness (Oppenauer & Van de Voorde, 2018). If HODs are trained and developed properly, they will perform better in their leadership positions and also enhance the performance of their departments and the school at large.

Training and professional development for leadership skills is very important for reaching the aims of an organisation such as a school (Quesada, Pineda-Herrero & Espona, 2011). Leadership training and development by its very nature helps to develop the incumbent's leadership expertise and advance their performance and work output (Delgado, 2014). Delgado (2014) further postulates that training is a task that puts huge responsibilities on the shoulders of the trainers, career coaches, mentors, line managers and employers.

The purpose of training and development is the facilitation and enhancement of workplace effectiveness and the transfer of knowledge, skills and attitudes that will facilitate better performance of employees (Blume et al., 2017). Salas et al. (2012, p. 74) agree that organisations train and develop their employees to remain relevant and further state that "the training is also done to adapt, compete, excel, innovate, produce, be safe, improve service and to reach aims". Training should bring change to the trainee behaviour and ways of doing things (Salas et al., 2012). It is important to state that training and development is also important for educators generally and for the HOD specifically when taking into account the central theme of this research, which is a curriculum leadership training programme for HODs in secondary schools.

The training and development of educators take place in formal and informal settings (Liu, Hallinger & Feng, 2016). The formal settings may include, among others; professional development programmes, teaching research groups and formal mentoring programmes (Timperly, 2011). Educators also learn informally in the form of peer teaching or learning, planning together, shared assessment and informal mentoring among peers (Lai, Li & Gong, 2016; Liu et al., 2016). Grovera and Froese (2016, p. 1284) add that common ways for knowledge management which "include brainstorming, communities of practice, face-to-face interactions, post-project reviews, mentoring and apprenticeship" are used for development purposes. During the twentieth century and the turn of the twenty-first century organisations relied heavily on the formal training and development programmes for the development of their staff (Noe, Clarke & Klein, 2014). Nowadays it is different, as various approaches and techniques, including informal ones, are used to develop staff. Noe et al. (2014) further advance that the informal training and development programmes were introduced due to the work demands, constraints in budget allocations and challenges due to geographical dispersion of staff. The reasons advanced by Noe et al. (2014) are that distance made it almost impossible to provide training, as the organisations could not get the staff together in one central place due to financial reasons, or even the travelling that the employees had to undergo to reach the training venues. It does not matter what form of training and development is used, the most significant issue is to stimulate and support educators to be persistently engaged in self-development and

keep the momentum for acquiring new knowledge and relevant current skills going (Lai et al., 2016; Li, Hallinger & Walker, 2016; Liu et al., 2016). Noe et al. (2014) agree that both formal and informal ways of training and development are aimed at the sharing of knowledge and the development of the human capital of an organisation. Leadership training and development takes place in all organisations inclusive of educational institutions such as schools.

### **3.2 Training and development**

Sartori et al. (2018, p. 1) state that “training and development are labels used to define those educational activities implemented in organisations to empower the competences of workers, employees and managers in the lifelong learning perspective of improving their performance”. (Hammond & Churchill, 2018) affirm that the main objective of training and development is to improve the performance of individuals and groups in organisations such as schools. They (Hammond and Churchill (2018, p. 67) further elucidate their argument by stating that training and development

“... ensures that employees through value addition can effectively perform their jobs, gains competitive advantage and seek self-growth: this measurable performance resulting from good training and development, shall enhance organisation development. It is a process transferring information and knowledge to employers. It is equipping employers to translate that information and knowledge into practice with a view to enhancing organisation effectiveness and productivity, and the quality of a management of people. It should be considered along with education policies and systems which are crucial to the development of human resources”.

In the case of this research, the organisations are schools and workers that can be said to be educators, while managers can be deputy principals and principals of schools, inclusive of HODs. Sartori et al. (2018) and Hammond and Churchill (2018, p. 68) further affirm that training and development are two different concepts, but are interrelated and serve the same purpose: that of improvement and change for individuals and organisations (§ Table 3.1). The individual worker or manager (educator or HOD) improves skills and knowledge that lead to better work output (improved learner results), while the school improves and changes in the provisioning of the services (provisioning of education) that they render to their clients (learners, community and society). There are some philosophical underpinnings for training and development.

Training and development has its roots in psychology, dating back to the early 1900s (Bell, Tannenbaum, Ford, Noe & Kraiger, 2017, p. 305) (§ 3.2.1 and 3.2.2). From narrow theoretical and model focus, training and development has improved over the years to not only deal with

employee efficiency on carrying out tasks, but also with improvement of skills, knowledge and abilities (Bell et al., 2017; Hammond & Churchill, 2018). Through providing training and development to teams like subject departments which are led by HODs, these departments also improve on their effectiveness. Bell et al. (2017) state that as training and development evolve with time, it does not only take place within the four corners of a classroom, but it happens anywhere possible, thanks to the advancement of technology. Sartori et al. (2018) and Salas et al. (2012) agree that there are new theories and models of conducting training and development available for individuals and organisations that can be employed in skills development and improvement.

As stated above and in agreement with Sartori et al. (2018) and Salas et al. (2012), training and development may be confused and conflated as one concept. The table below serves as a schematic and simplified demonstration of relations between the two inseparable concepts of training and development, as revealed by the literature.

**Table 3.1 – Relations between the concepts of training and development. Adapted from (MBASkool, 2018)**

Training	Development
It is primarily for lower level employees	It is meant for those in leadership positions
It is reactive in nature, addressing an observed need	It is proactive, looking at a future need
Its main aim is to add to an existing skills base	It aims at developing the leader in totality
It operates on a short term basis	It operates at a continuous basis
The objective is to meet the present needs of the employee	The main objective is to meet future needs of the employee
It is management initiated	The individual initiates the process

The depiction of training and development on Table 3.1, as adapted from Dixon, Yssel, McConnel and Hardin (2014), shows that training is primarily focused on developing the skills of the lower levels of employment based on the requirements of the work to be done or the need

for an employee to perform such work. Its main aim is to add to the existing knowledge base and skills of the employee in the interim and it is the management of an organisation that initiates a training exercise (Hammond & Churchill, 2018). On the flip side, development is mainly meant for those already occupying leadership positions, is inherently proactive, and is based on the future needs of the incumbent. The main aim of development is to develop the leaders in totality (§ 3.3.2.2) targeting the knowledge, skills and attitudes of the leader, not only a particular set of skills. Development takes place on a continuous basis to mitigate future needs of the employee (Mense, Griggs & Shanks, 2018). The process of development is initiated by the individual concerned having realized some shortcomings and areas that need development.

Training and development assist the individuals to improve their productivity and professionalism in the long run. Lifelong learning then becomes a necessity for the individual workers and professionals like HODs.

### **3.2.1 Lifelong learning**

Dosunmu and Adeyemo (2018, p. 193) put it that “lifelong learning may be defined as an opportunity for continuous education that is inclusive and that promotes the value and rights of the individual”. Lifelong learning is a way of learning new things, improving on skills and expertise, adapting to new and challenging environments, growing in the workplace and generally adapting to new ways of how things are done (Sartori et al., 2018). It is significant in generating opportunities for individuals like educators to ascend to leadership positions such as HODs within their organisations like schools, supported by strong leadership, favourable organisational ethos and good management (Dosunmu & Adeyemo, 2018, p. 192).

Dosunmu and Adeyemo (2018, p. 193) further argue that the theory of lifelong learning was popularized in the 70s by the United Nations Educational Scientific and Cultural Organisation (UNESCO). UNESCO (United Nations Educational Scientific and Cultural Organisation) (2006) aimed at focusing on individual achievement and growth by linking formal education with non-formal learning. The impact of lifelong learning on the career advancement in the workplace like schools is that it provides an opportunity for continuous skills gain, leading to career development like being promoted to an HOD position or a level above the HOD (UNESCO (United Nations Educational Scientific and Cultural Organisation), 2006). Lifelong learning gives opportunities of learning on the job, and assists employees to progress towards chosen careers (Dosunmu & Adeyemo, 2018). For this research, it is important to note that lifelong learning is also important for the HOD’s career advancement and personal development through the experiences and learning opportunities received in the workplace. How HODs advance

professionally can be attributed to the knowledge and skills gained from the constant training and retraining they obtain on the job before and after promotion (Dosunmu & Adeyemo, 2018). One vital question that may be asked is whether enough opportunities are provided to the HODs for personal and career development through training and development programmes. The training and development opportunities may be either formal or informal.

The training can be internally provided by the principal or externally by the Department of Education. It can also be formal, initiated by the educator through enrolment with institutions of higher learning, or informal, provided by the Department of Education or an agency in collaboration with the Department of Education.

Individuals want to see themselves succeeding and attaining their lifelong objectives, personally and professionally. Self-actualisation is an objective many human beings want to attain in their lifetime or professional life. It is therefore necessary to look at how Maslow's Hierarchy of Needs, discussed in the succeeding section, influence how learning continually assists individuals like HODs in self-improvement and in attaining self-actualisation.

### **3.2.2 Maslow's Hierarchy of Needs**

Abraham Maslow (1908-1970) developed the motivational theory in psychology containing the five-tier model of human necessities which is famously known as Maslow's Hierarchy of Needs (1943-1956), represented as hierarchical levels on a pyramid (McLeod, 2018) with the largest, most central levels of desires at the bottom and the desire for self-actualisation at the top. Maslow's hierarchy is to this day a very popular framework in sociology, research, management and training (Taormina & Gao, 2013). In Maslow's understanding, humans are motivated to accomplish specific desires and that some desires have superiority over others (Jerome, 2013). Once one desire at a lower level is accomplished, the next level becomes the individual's focus point of achievement.

Maslow categorised the desires into five levels, which are as follows (Jerome, 2013; McLeod, 2018):

a) **Physiological**

The psychological desires have to do with biological requirements for survival. These desires are inclusive of, but not limited to, basic human desires like air, food, drink, shelter, clothing, warmth, sex, and sleep. Without these desires being fulfilled, the optimal functioning of the human body becomes deterred. In Maslow's

observation, the physiological desires are the most primary, and they should be met first.

b) Safety

After satisfying the physiological desires, the safety desires become predominant over the other desires. The individual desires safety from or against any harm like war, natural disaster, general violence, general abuse, accidents, illnesses and any impact that the hazards may cause to the individual. The individual then seeks to self-protect from elements, security threats, the law, seeks stability in his/her own life, freedom from fear, lack of work opportunities including promotion and work security, dealing with grievances, authority and continued income. The issues mentioned in the foregoing statement are applicable to all individuals, including HODs who are the main subject of this research.

c) Love and belonging

After fulfilling the physiological and safety desires, the next level of desire is one which is social and evolves around how the individual feels and the need to belong to a particular group. HODs also belong to groups of people called educators, a department in the school or even the SMT. They may also want to belong to elite groups, say for example of high achievers, a certain age group, and so forth. HODs may also desire to have friendships and acceptance by colleagues, intimacy, and trust within the work place. The next level is that of esteem.

d) Esteem

There are two categories into which Maslow classified esteem. Firstly, there is esteem for oneself, which among other things, include dignity, achievement, mastery and independence. For HODs, the need to be dignified in carrying out one's role is paramount. HODs would also want to be seen as achievers through the quality and type of results they produce within the departments they head. To achieve these types of results, the HOD must master the subject content which he/she must share with their colleagues and learners. They must demonstrate the mastery by being a point of reference when coming to particular knowledge and presentation skills in a particular subject.

The second category of esteem is the desire for reputation or respect from others, e.g. colleagues, which includes the HOD's status and prestige in the education

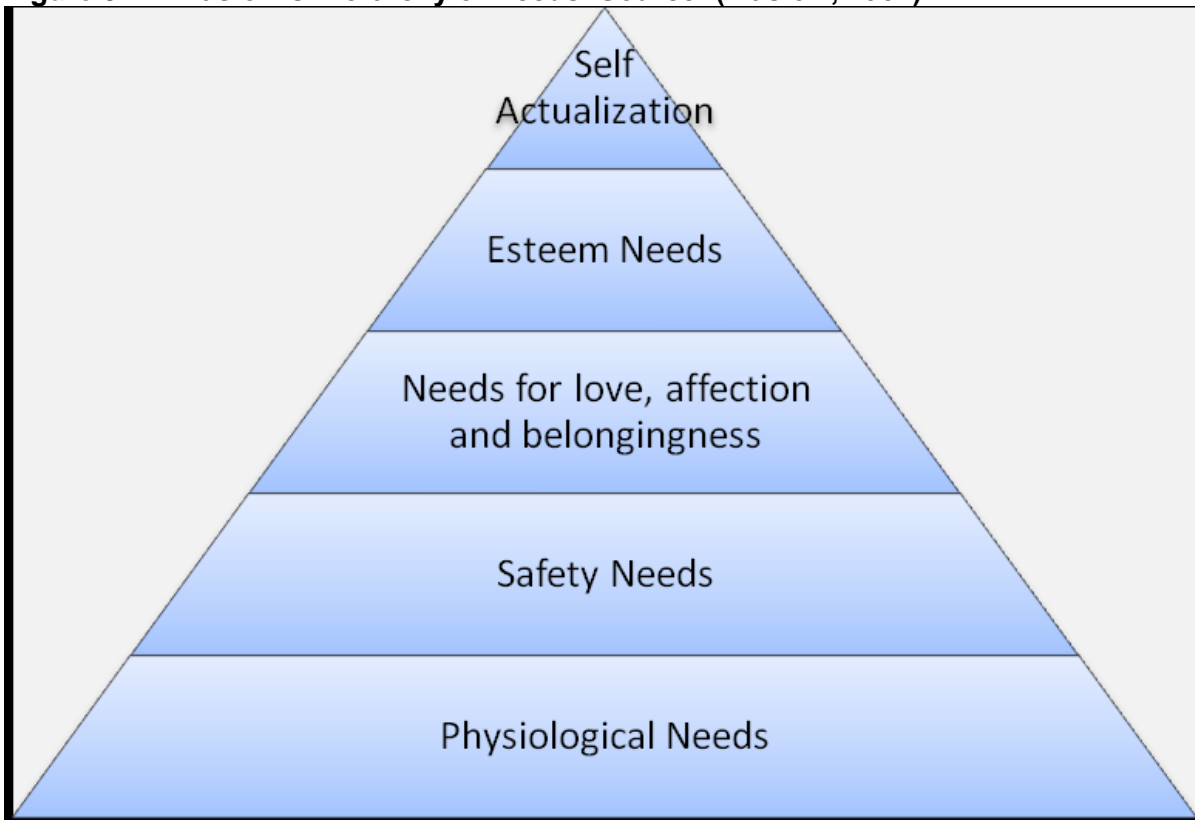
circles. Once the HOD feels self-esteem, they then move to the apex level, that of self-actualization.

e) Self-actualisation

This level, which is the apex of Maslow's hierarchy of needs, is about realising one's potential, self-fulfilment, seeking personal growth and peak experiences. It is about one's potential and to be what one is able to be, professionally or in life in general. For the HOD to reach this level, they must fulfil the first four levels. Top of their priorities will be self-development and receiving training in order to reach their ideal position in the school or leadership. The provisioning of lifelong learning opportunities to HODs will assist them to gain knowledge, acquire new skills and abilities to work towards realising their personal, professional and the school's objectives. The motivation to succeed in what they do will always be the main driver towards the HOD's success and may help them to reach the level of self-actualisation.

The figure below is a schematic representation of Maslow's Hierarchy of Needs as discussed above.

**Figure 3.1 – Maslow's Hierarchy of Needs. Source: (Maslow, 1954)**



School leaders as Chief Knowledge Officers (CKO) (Zhao, 2010) (§ 3.2.1.5) must be aware of their followers' training and developmental needs and include theories and ideas from various fields such as management, psychology, sociology and economics, such as Maslow's Hierarchy of Needs (Jerome, 2013), to develop their training and development programmes in order to continually develop and motivate them to achieve personal and organisational goals.

In summarising this section and adapting what Jerome (2013, p. 43) proposes, the leaders must strive to create a **safe (safety)** working environment like safe school grounds, safe classrooms and controlled access to the school premises. While it is not possible to guarantee educators' permanent employment considering issues like disciplinary procedures, it is important to always assure educators of the leaders' continued support and guidance.

Leaders should encourage **team work (love and belonging)**, create a welcoming working environment, make educators feel accepted and belonging to the organisation, and feeling as part of the organisation by taking part in decision-making.

Everyone needs to be recognised when they have achieved something or reached a milestone in life to boost their **self-esteem**. Leaders should create platforms for recognising employee achievements. Internal mechanisms should be devised to reward and award those who deserve to be recognised. Awards and rewards should not only be financial but also motivational. Recognition as senior within the school by virtue of skill, experience or qualifications or promotion to senior positions like an HOD position should also be used a way of recognising individuals.

To ensure educators reach the **self-actualization** level, school leaders use their employees' abilities and potentials to enhance better learner results and effectiveness of the school. The leaders can give challenging and meaningful work to encourage educator's creativity and innovation, and put their abilities to maximum use.

The section above discussed training and development, lifelong learning and the five levels of Maslow's hierarchy of needs. Discussing training and development showed how the two concepts differ but are still interrelated, and how they are important for professional development and lifelong learning. Lifelong learning is important as it assists the individuals like HODs to grow within the workplace personally and professionally while at the same time assisting their organisations to reach their objectives. Maslow's hierarchy of needs is a psychological theory on human motivation that demonstrates the desire to succeed more once a particular desire has been fulfilled. The next paragraph looks at and discusses the professional development programmes (PDP). The main research question and aim, which is

about the nature, content and structure of the HOD curriculum training programme in secondary schools, will receive attention in the discussions.

### **3.2.3 Professional development programmes**

Professional Development (PD) is necessary for the advancement of the output of organisations such as schools (Oppenauer & Van de Voorde, 2018) and is a core task of management and leadership. It is important that school leaders should invest a lot of time, resources and energy in the development of the capacity of others like HODs (Cardno, 2012).

Basset (2012, p. 17), referencing Cardno (2012), asserts that “leadership development is specialised form of professional development through which leaders of all levels may develop competencies and capabilities to perform leadership functions effectively”. Through leadership development, a person develops their competence to be effective in the part they play as a leader. The argument of one being trained for classroom management and expected to assume leadership roles such as that of an HOD and learn on the job does not apply anymore (Bush, 2008b). As the leader of a school, the school principal is expected to plan the succession of middle leaders such as HODs by identifying future leaders (Mense et al., 2018), developing new leaders and advocating leadership building capabilities at all the school’s leadership levels (Basset, 2012, p. 17). Bush (2008b) agrees with Basset, stating that leadership development programmes that yield the envisioned results of evolution from classroom to school leadership is a responsibility for all education systems world-wide.

Professional development programmes are aimed at equipping the employee with a set of skills that they can use in their work settings (Aguinis & Kraiger, 2009; Gagnon & Collinson, 2014; Hor, Huang, Shih, Lee & Lee, 2010; Kulkarni, 2013; Santos, Caetano & Tavares, 2015). Organisations choose what, when, how, who and why to train, based on the needs of the company and the individual or groups of individuals’ priorities and needs (§ 3.1). There is a host of PDPs in the literature, but for this research, the following four are discussed below as they are most relevant to this research: (i) organisational development; (ii) career development; (iii) leadership development; and (iv) supervisory development (Gagnon & Collinson, 2014; Santos et al., 2015). The PDPs are chosen because of their relevance to this research and to the HODs’ work as the HODs must understand their organisations, and the only way that can happen is by providing training on what the organisation stands for in terms of values and vision. HODs, like any other employee, need to advance their careers. The educators need to be trained to occupy the next level of leadership or to become the next generation of school leadership (Mense et al., 2018). During the course of their leadership incumbency, HODs would supervise the educators in their department. They need to be trained on the supervisory roles

and be prepared to deal with all the challenges that come with being a supervisor, whether it is individual or team supervision (Mense et al., 2018). Leadership is not an isolated skill. It should be developed to fit the context of the organisation and the situation that the leaders may find themselves in, that is why the training in various leadership approaches for the new leaders should be provided.

It can be concluded that the HODs should be provided with PDP opportunities to up skill, receiving new knowledge, while helping the development of the entire organisation, such as the school.

### **3.2.3.1 Training and development programme for organisational development**

Organisational development is based on the behavioural disciplines where knowledge and skills of employees are used to evaluate organisational structures, thereafter changes are effected in order to improve the efficacy of the organisation (Gagnon & Collinson, 2014; Santos et al., 2015). As the organisation is evaluated for performance and development, the same interventions and goals used for its effectiveness are also used for the training and development of individuals and groups within the organisation (Gagnon & Collinson, 2014). The organisations invest a lot of resources to train and develop its work force to maintain and improve performance (Sung & Choi, 2014). When designing training and development programmes, organisations utilise the existing knowledge and mix it with new information in pursuit of self-development and innovation for the existence of the organisation in future (Sung & Choi, 2014). The innovations and development of organisations do not happen without the involvement of individuals and teams who in essence drive the innovation and development. When a school does self-evaluation, it does not only look at the specific areas for its development and efficient functioning, but also at the development and performance of its personnel such as HODs, who occupy a key position in overseeing curriculum implementation in the school. In South Africa, the schools are evaluated through a system called Whole School Evaluation (WSE) as published in the Government Gazette Vol. 433, No. 22512 of July 2001 (DoE, 2002). The WSE process requires a school to do self-evaluation based on the nine areas for evaluation annually (DoE, 2002). An external evaluation by a quality assurance unit from the Provincial Department of Education (PDE) then takes place if the school is sampled for external evaluation for that year. The nine areas for evaluation include evaluation for personnel at different levels of their careers, which is a key area identified for the functioning of the school as an organisation.

It can be concluded that the HOD in a school needs training and development in order to assist in the development of the school as an organisation.

### **3.2.3.2 Training and development programme for career advancement**

Career development training affords employees the opportunity to evaluate and plan their future, to further their professional development and to enhance their skills (Gagnon & Collinson, 2014). Individuals in an organisation, such as educators in a school, require training and development opportunities for career advancement (Santos et al., 2015). Formal development of individuals should be provided to prepare such individual for leadership opportunities, should such opportunities arise. The development of individuals must be part of the long term strategy for the organisation for both the organisation and individual (Sung & Choi, 2014). By providing opportunities for individuals to articulate their desires, the organisation will be addressing the concerns and wellbeing of individuals within the organisation. An example could be educators who aspire to become part of the SMT. These educators should be provided with development opportunities to climb to positions of leadership without hiccups, should such opportunities present themselves. The leaders and managers in the school must be able to foresee gaps for promotions by looking at the rate of staff attrition caused by occurrences such as resignation, retirement or death. By looking into the future, the organisation establishes development opportunities for a seamless transition, should such a need occur. Career training leads to individuals' readiness to occupy positions of leadership.

It is worth taking note of the importance of developing and training HODs for the purpose of curriculum leadership.

### **3.2.3.3 Training and development programme for leadership**

The supervision of talent and the development of new leaders is necessary for all organisations to prosper and survive in the future (Satiani, Sena, Ruberg & Ellison, 2014). The identification, development and maintenance of talent within an organisation should be based on the experiences and leadership competencies required for an identified position (Hor et al., 2010). Hor et al. (2010, p. 529) argue further that "leadership development programmes include both experiences and leadership competencies which project what the organisations needs are". Their argument reinforces the claim that the development of organisations as discussed above (§ 3.2.1.1 and § 3.2.1.2) also includes the development of personnel who are to work towards the new vision of the organisation. The leadership training programme is aimed at those who aspire to or already occupy leadership and management positions for the purpose of "growing the leader's capability to be effective in leadership roles and processes" (Santos et al., 2015, p. 471).

It is very suitable for HODs who occupy positions of leadership in the school leadership hierarchy. The programme is meant to equip the prospective leaders or leaders with the needed skills to function well in their positions (Gagnon & Collinson, 2014). Leaders are developed to lead and manage personnel in accordance to organisational strategies and vision (Lárusdóttir & O'Connor, 2017; Manaseh, 2016; Ogina, 2017). The training and development programme for leadership and management also assists incumbents or prospective incumbents with skills such as goal setting, decision making, communication, resources allocation and management, team work, budgeting and budget management, monitoring and people management (Gagnon & Collinson, 2014). HODs as prospective incumbents, or those already occupying leadership positions, need to be trained and developed in all these skills as they will lead and manage areas that require them, either in their departments or in the school as a whole.

It can be concluded that leadership training and development opportunities for HODs will put them in a good position to lead curriculum implementation in the schools with few hiccups, as they will be equipped for their roles as HODs. The next programme, which is closely related to the development for leadership, is development for supervisors.

#### **3.2.3.4 Training and development programme for supervisory development**

Bernard and Goodyear (2009, p. 7) explain the concept of supervision as an intervention from a senior to a junior person of the same profession where the relationship is evaluative, happens over time and has the potential to enhance the professional development of the junior professional. The training and development programme for supervisory development is aimed at the employees who are links between the senior leadership and management, like principals and deputies, and the employees in the lower levels, like educators.

The HODs are such educators, forming the linkage between the SMT and educators because of their positioning in the school. Supervisors are expected to possess knowledge and skills relevant to the field that they have to supervise (Meyer, 2015), such as teaching and learning, as well as curriculum implementation in the case of HODs. Being a supervisor accords one a very distinctive opportunity (Bernard & Goodyear, 2009; Meyer, 2015), demanding from the supervisor to learn how to implement skills acquired from roles that may be qualitatively dissimilar from the present, e.g. an HOD who has to lead a department with little or no training, but learned such skills from a different orientation such as being a leader of a committee in a church. Employees occupying the intermediary positions in organisations like that of an HOD are called middle managers or leaders (§ 2.4). Examples of target skills for development for HODs are interpersonal skills, skills for understanding leadership and management processes, skills for understanding productivity and skills for quality improvement (Gagnon & Collinson,

2014; Santos et al., 2015; Satiani et al., 2014). For the HOD, productivity and quality improvement means the learner performance and the quality of results achieved by the learners and educators.

The most prominent role of the HOD is curriculum supervision. It is therefore worth noting that it is imperative to provide supervisory skills to HODs through continuous training and development, to equip them with the knowhow of supervising educators in their departments. The following section is on knowledge management and educators' professional development, based on two models by Zhao (2010) on the School knowledge management framework and strategies: the new perspective on teacher professional development, and on Chen and Chang (2006) whole teacher approach to early childhood professional development.

### **3.3 Knowledge management and educator professional development**

Knowledge management aims at establishing and using the combined knowledge of employees to provide and place an organisation like a school in a favourable position to meet its demands (Kayas & Wright, 2018). According to Kayas and Wright (2018, p. 132), knowledge management leads to efficacy of the employees. Knowledge management involves the feedthrough and feedback of information processes between the individual like educators and HODs, groups such as subject departments and SMTs, and the organisations, e.g. schools (Gherardi & Miele, 2018; Kayas & Wright, 2018). Hu and Randel (2014) further postulate that knowledge sharing to accomplish high levels of innovation among members of teams, like subject departments or SMTs, is very critical. It is also a form of knowledge management, as the knowledge is spread among employees and can therefore be preserved.

Hu and Randel (2014, p. 213) recognise that there may be barriers to sharing knowledge and failure of communication among team members and individuals. The barriers may hamper lifelong learning and ultimately personal, professional and organisational growth (§ 3.2.1). Individuals and organisations may lack motivation (§ 3.2.2), fail in realising their objectives and put a damper on innovation. If the school principals and their management teams fail to share valuable information and knowledge with the educators, it may lead to educators lacking knowledge in certain operational and administrative areas. It will be difficult for the educators who were starved of knowledge and information, to ascend to leadership positions like that of HOD as they may lack motivation, courage and confidence to do so. Knowledge management should be an integral part of every training and development programme taking place in an organisation. Leaders should recognise that sharing knowledge about the organisation and making it readily accessible is crucial to growth of both their employees and the organisation.

It is therefore important to look at some models of knowledge management like that of Zhao (2010) as found in the literature.

### **3.3.1 Zhao's school knowledge management framework and strategies: the new perspective on teacher professional development**

Zhao (2010, p. 168) states that “during the epoch of knowledge-based economy and knowledge management, educators must learn in order to improve professional development”. The foregoing statement is inclusive of educators who are in leadership positions like an HOD. Zhao (2010, p. 168) observes that educators' professional (Kayas & Wright, 2018) development means the self-education motivating the actions of educators. Educators' professional development also means the erudition process of becoming educator leaders with the necessary competences by participating in numerous further education activities related to the field of leadership, or any other level. The activities include leadership, in order to constantly improve the knowledge, skills and attitudes of educators, related with the basic knowledge, teaching, administration, teacher cooperation and the promotion of service zeal related to professional development.

According to Zhao (2010, p. 168) the specific content of teacher professional development includes:

- a) subject knowledge and capabilities: the knowledge and capabilities of curriculum, teaching materials, and activity content;
- b) expertise: the knowledge and capabilities of educational technologies, class administration, student counselling, new knowledge of education and research;
- c) general knowledge and capabilities: life philosophy, interpersonal communication, leisure life;
- d) professional attitudes: service passion, teaching commitment, teaching desires.

The above shows that for the HOD to succeed in their work, they have to possess some levels of competencies. Firstly, knowledge of the subject and the curriculum that have to be implemented, organising relevant teaching materials for the subject, know how to distribute the material equitably and set out teaching activities through planning. Secondly, the educator leaders should possess expertise in the type of technologies associated with subject and field, have insights of class administration, as they can be able to assist other educators with issues of learner counselling, seek and share new knowledge of education and research; and have general knowledge and capabilities. Thirdly, the educator leader should have a broad outlook

on life by possessing a positive philosophy on work and home life, improve positive interpersonal communication skills and balance work life and leisure, which will be a good catalyst to better performance. Fourthly and lastly, Zhao (2010, p. 168) adds that educator professional development includes professional attitudes which encompass service passion, teaching commitment and teaching desires. Without passion, commitment and teaching desires, the educator leader may be bored, or feel overwhelmed and overburdened by the leadership they perform.

Knowledge management is a deliberate plan of getting the right knowledge to the right people at the right time and assisting employees to share and use the information for the benefit of the organisation, i.e. a school (Girard & Girard, 2015). The way knowledge is managed today has a prodigious bearing on educators. HODs, like all educators, are expected to learn new knowledge, modify teaching methods of subjects and curricula, like in South Africa where the curriculum and school subjects have changed over time since 1994. The new knowledge and new ways of teaching should be learner-centred and content-based rather than depending on past knowledge (Donate & Sánchez de Pablo, 2014).

Past knowledge is important though, as it helps the learners to build from the known to the unknown. During educator professional development educators should learn how to acquire, analyse, share and transmit new knowledge to learners. Knowledge is very important for the organisation to survive. For organisations such as schools to succeed in the future, they have to manage their knowledge base with great care and articulation (Grovera & Froese, 2016). It is important to make sure that employees, like HODs who are involved with knowledge management and development of schools for future workforce, have the required knowledge and skills themselves, in order to share with others for the optimum performance of the organisation, groups like subject departments and individuals like educators and learners.

According to Grovera and Froese (2016, p. 1284) knowledge in an organisation broadly falls under two categories. The categories of knowledge are either explicit or tacit. Grovera and Froese (2016, p. 1284) further argue that “explicit knowledge can be measured, captured, examined, and can easily be passed onto others in a categorised format – a formal and systematic language. Tacit knowledge, on the other hand, is highly personal, context-specific and comes from one’s experience”. It is hard to measure, capture or examine tacit knowledge. In developing educators, it is important to know what type of knowledge is necessary to impart, how to do it and why it is important to impart said knowledge. Educator professional development takes centre stage in making sure that the knowledge base of the school is managed properly and preserved for the continuation of reaching the vision of the school. On the other side, Zhao (2010, p. 169) explains knowledge management as a “systematic

management and application of schools' all tangible and intangible knowledge assets in school, including the science and technology equipment, the experiences and professional capabilities of teaching staff, and promotes the knowledge acquisition, sharing and application of school teachers and administrative staff so as to achieve schools' innovations". Zhao (2010) and Grovera and Froese (2016) agree that knowledge can be measurable (explicit or tangible) or can be unclear or vague (implicit or intangible). By being clear of what educators should be developed in for future leadership, the school management would be applying the explicit knowledge sharing which can be seen and measured in its application (Garrick & Chan, 2017). Training HODs on areas such as moderation and setting goals are two examples of application of educator professional development in explicit knowledge. To develop educators in issues such as the application of learners' discipline is something that one cannot measure, as it can only be shown through what the educators do and their relationship with learners. It cannot be measured by numbers or statistics. It cannot be evaluated by ticking boxes to show what one has achieved in that area of leadership development. Figure 3.1 demonstrates that knowledge acquisition does not happen in a piecemeal way, but rather in a continuum (§ Figure 3.1).

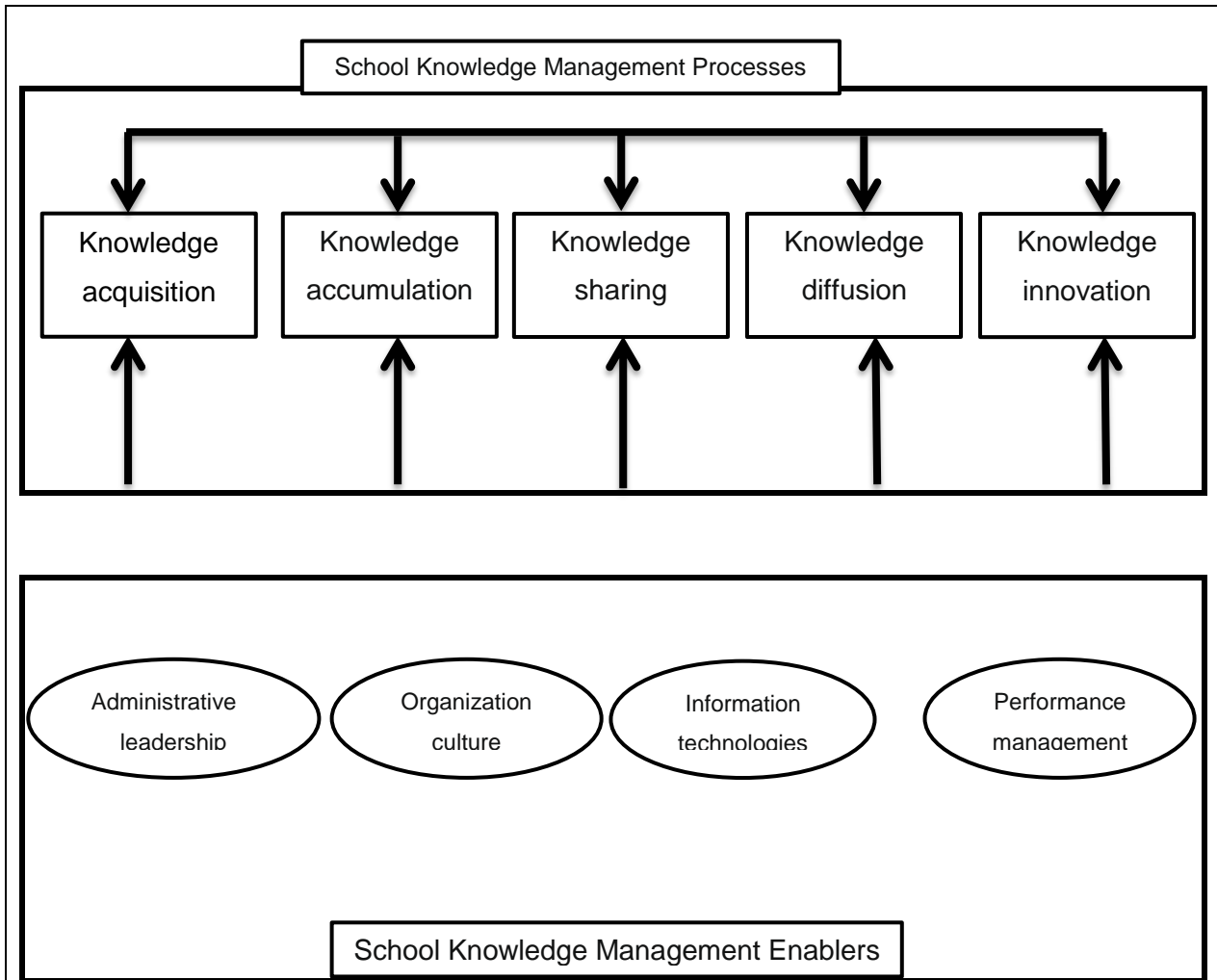
People are developed from the viewpoint of continuous professional development (Donate & Sánchez de Pablo, 2014). The professional development is not rigid. It is dynamic and changes all the time which may be complex in application and seeing it through to its end (Zhao, 2010). Zhao (2010) suggests a general framework of school knowledge management, which is discussed in the succeeding paragraph.

### **3.3.1.1 Zhao's general framework of school knowledge management**

Zhao (2010) suggests some of the enablers and processes necessary and taking place during knowledge management. Through his model of the school knowledge management framework and strategies: the new perspective on teacher professional development knowledge, Zhao (2010, p. 169) asserts that "knowledge management comprises of enabling factors of knowledge management and knowledge management processes". The processes of knowledge acquisition, accumulation, sharing, transformation, application, innovation, integration and diffusion are impacted on by enablers such as school leadership, organisational culture, information technologies, performance management, and other enablers. The processes can be related to how HODs acquire leadership, subject and field specific knowledge (Roehling & Huang, 2018) and how this knowledge is accumulated to be used in the HODs incumbency. The knowledge acquisition process also includes the sharing of knowledge, particularly that which is subject related, like transforming from being a post level one (PL1) to HOD. The processes are also about applying the acquired knowledge to specific areas in the

school, being innovative by using the acquired knowledge to different contexts and the integration of the knowledge to various areas in the school's vision.

**Figure 3.2 – General framework of school knowledge management adapted from School knowledge management framework and strategies: The new perspective on teacher professional development (Zhao, 2010)**



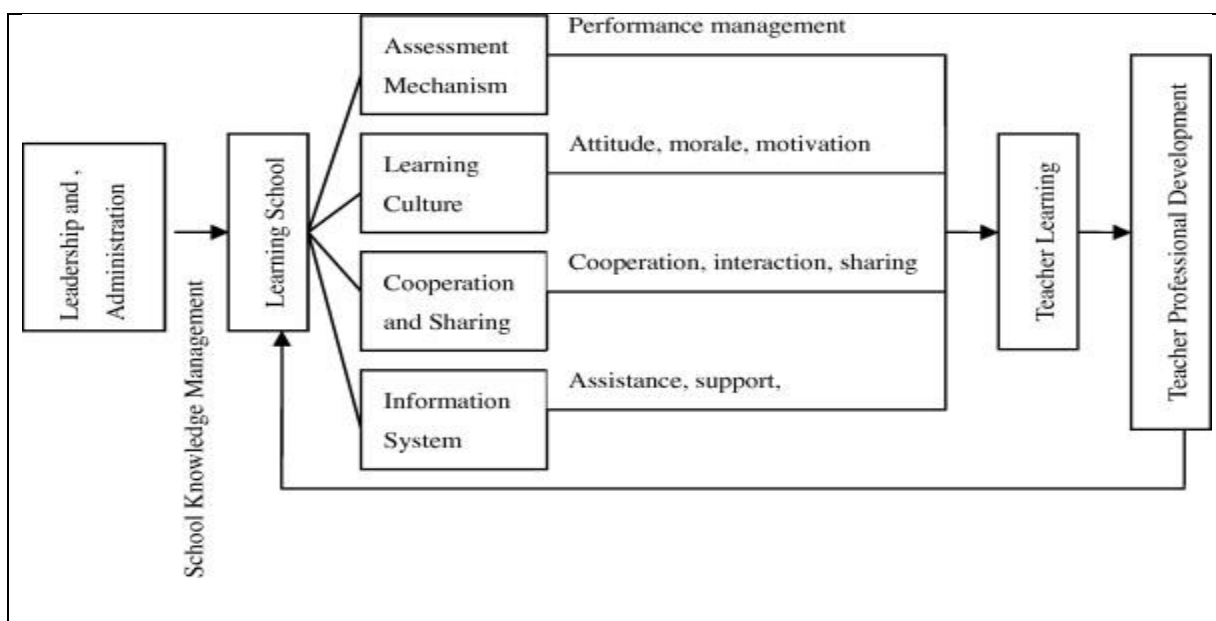
For the processes to succeed, there must be enablers of the school, like leadership, which has to make conditions fertile (North & Kumta, 2018) for the knowledge transfer, create a positive and welcoming culture for one to grow without fear of ridicule, and a well-established information technology infrastructure. The information technology infrastructure should be accessible to the HOD as future leader to access information and use as a tool for communication and must be a performance management structure that is responsive to educators' developmental needs. Furthermore, Zhao (2010) added a third dimension, a school knowledge management framework of teacher professional development, to his model of

school knowledge management framework and strategies: the new perspective on teacher professional development, which is discussed next.

### 3.3.1.2 Zhao's school knowledge management framework of educator professional development

To demonstrate how knowledge is managed for professional development (§ Figure 3.2), Zhao (2010, p. 172) developed a model that depicts school knowledge management strategies on teacher professional development, such as (i) reforming school administrative organisation and setting up Chief Knowledge Officers (CKO), like principals in the case of schools; (ii) constructing a learning school and knowledge-friendly school culture; (iii) building a school knowledge management system of teacher professional development; (iv) establishing team learning, teacher cooperation and knowledge sharing mechanisms; and (v) setting up assessment mechanisms of knowledge application and development. The depiction of the model and brief deliberations of each strategy follow below. Figure 3.2 summarises the discussion in this section and demonstrates the flow and interrelatedness of school knowledge management strategies on teacher professional development.

**Figure 3.3 – School knowledge management framework of teacher professional development (Zhao, 2010, p. 172).**



The educator professional development process assists educators to adapt the focus of knowledge transfer from teaching-oriented to learning-oriented (Zhao, 2010), and also to leadership focus for those who will be involved in leadership, such as HODs. Schools must

expedite the knowledge gathering, exploration, accrual, transformation, use, sharing and invention thereof. The schools should prioritise educator professional growth by putting into place numerous systems and strategies established to complement each other for effective educator professional growth.

As custodians of the knowledge-base of schools and CKO, principals must ensure that people with high level qualifications, skills, knowledge and experience like HODs are used to design the school curriculum and teaching competencies of educators (Zhao, 2010). In so doing, the principals with their management teams will be preserving and explicitly sharing professional knowledge of the school through written and other forms where those who want to further use it, like HODs, can easily refer to it in order to ease their work liabilities (Donnelly, 2018). The school administration and leadership demonstrate responsibility by preserving the knowledge for future use and sharing with those who want to access it to perform their duties. HODs and other educators should be encouraged to use the preserved and available knowledge for innovation and school efficiency in teaching and learning.

Figure 3.2 above demonstrates that the school should create a learning and knowledge-friendly culture (North & Kumta, 2018) in order to share knowledge with the whole membership of the school, including parents and greater communities (Zhao, 2010). By sharing professional knowledge with stakeholders, especially HODs, the school enhances its organisational culture, drives the school's learning and progress and makes communication easy for everyone involved (Zhao, 2010). In sharing organisational knowledge, teamwork and involvement is enhanced as the roles in groups occur constantly, as in subject departments where discussions and knowledge exchange happens. Another example where knowledge sharing happens is in the SMT where the HOD is a member and crucial decisions are taken about the school. In the SMT for example, members will impart knowledge and skills on leadership and how to overcome challenges they may be facing in curriculum leadership to new members of the group, like newly promoted HODs. Schools should therefore "commit to the establishing of learning culture, enabling all members of schools to enjoy learning, and make learning be a common understanding and way of thinking in order to facilitate knowledge management and teacher professional growth" (Zhao, 2010, p. 173) (§ Figure 3.2). The depiction in Figure 3.2 above asserts the notion that schools must provide enhancing environments to facilitate educator professional development and promote school organisation culture where there is professional sharing of knowledge among stakeholders.

Zhao (2010, p. 173) stresses that by building a school knowledge management system of educator professional development "including teaching knowledge map, teaching knowledge database and instructional resource centre, and so on, is to make the connotation of

professional knowledge and capabilities of teaching systematically collected, collated, analysed, accumulated, shared and operated". The building of a school knowledge management system and operating it effectively can also facilitate HOD development by learning from others and to further develop their innovation through networking.

In establishing team learning (Li, C., Lin & Liu, 2018), educator cooperation and a knowledge sharing mechanism as well as trust among members, the ease at which members of a group access knowledge and the arrangement for team collaboration and learning are paramount (Zhao, 2010). Great care should be taken in forming team learning, cooperation and knowledge sharing mechanisms as it is a delicate process that may fail if no careful attention is paid to it (Li, C. et al., 2018). Trust among team members can lead to the facilitation of the formal and informal knowledge sharing (§ 3.1). Learning also happens through dialogue, debate and integration in order to promote the desired growth and transforming knowledge into the application and innovation so needed by the schools and leaders like HODs (North & Kumta, 2018). In providing opportunities for talks and arguments, knowledge is clarified and can be used in real life settings like curriculum leadership, which requires cooperative teaching to enhance teaching effectiveness and the delivery of the curriculum. Cooperative teaching can be integrated into initial courses of teaching and leadership development programmes, which are the central theme of this research. It is important to note that all educator training courses and leadership development programmes need to be evaluated for relevance and impact.

In the South African schooling system, schools have assessment mechanisms and systems to develop and evaluate knowledge and skills of their educators through internal systems like IQMS (§ 2.4.2.3), external mediums like WSE (§ 3.2.1.1) and through tertiary institutions (Zhao, 2010). Using the IQMS, HODs are evaluated on nine performance standards of which the first four are classroom based and the last three are leadership and management based.

The purpose of the educator evaluation system is to analyse educators' teaching performance and professional performance to provide references for teachers' professional development and further improvement (Zhao, 2010). For HODs, leadership development is also a main focus, especially when considering the last three performance standards of IQMS in South African schools. It is admissible though, that educator evaluation is not easy to implement as educators' performance cannot really be measured by evaluating the content they teach (Bush & Glover, 2016). There is also a lack of time and personnel for proper evaluation, e.g. principals and deputies who cannot evaluate HOD performance due to other commitments in the school or elsewhere, like attending meetings and community appearances (Bush & Glover, 2016). Interference from labour unions is also detrimental as the unions seek a stake for control on programmes that are introduced to schools for better performance and curriculum delivery by

the education department (Msila, 2014). The unions introduce programmes like QMS as an extra workload to educators, therefore encouraging resistance to its implementation (Queen-Mary & Mtapuri, 2014). In the end, educator evaluation fails to combine with educators' professional development needs (Zhao, 2010). A streamlined approach to educator and leadership development strategy should be developed to establish clear educator evaluation indexes, consider the evaluation processes and results, adapt multiple ways of evaluation and teacher professional development, and assist in arranging educators' on-the-job training in terms of educators' weaknesses. The interactive strategy incorporating application, adaptation and combination, may assist in members of the organisation in working together and sharing knowledge in accordance with knowledge management processes (Msila, 2014; Queen-Mary & Mtapuri, 2014). Zhao (2010) concludes by emphasising that the process of educator evaluation should also involve the enhancement and the development of self-assessment by educators and school leaders such as HODs, in order to know and understand their own weaknesses and strengths. When educators are developed, an approach that will assist in developing the educator in totality should be applied.

### **3.3.2 Chen and Chang's whole teacher approach to professional development**

The quality of education is largely dependent on the effectiveness of the educators rendering it (Stronge, 2018). Professional development of educators also boosts educator effectiveness and supports their growth. Though it is widely agreed that it is important, development for educators is inconsistent and fragmented (Chen & Chang, 2006). The requirements for annual in-service professional development training particularly for HODs including Professional Support Forums (PSFs), Continuing Professional Teacher Development (CPTD) and IQMS are minimal, inconsistent and badly managed (Bush & Glover, 2016; Msila, 2014). PSFs are meant to assist HODs and educators to develop leadership and content related expertise, but they happen after hours for about two hours when educators are tired and cannot give their full concentration, making it difficult. Inconsistency of training and development programmes denotes the wide variability in the nature, content, structure, approach, duration, and quality of the in-service programmes offered, including the ones mentioned above (Bolotin, 2015). Queen-Mary and Mtapuri (2014) postulate that inconsistency is also worsened by the lack of integration in what educators learn in various programmes, which are characteristically not integrated or linked. Many of the available professional development programmes have no follow-up mechanisms to support educator implementation of new practices like new curriculum and new teaching and assessment techniques (Chen & Chang, 2006). The professional development programmes are fragmented by inconsistency and discontinuity, leading in turn to a lack of coherence in the design of professional development programmes (Bolotin, 2015). Systematic methods

constructed on the dynamics of educator development might improve the quality of professional development (Chen & Chang, 2006), including leadership development. Once-off workshops are not enough for an ongoing learning experience and support is necessary for educator learning to be effected. To counter the fragmented approaches mentioned above, Chen and Chang (2006) recommend a comprehensive, whole educator approach to professional development.

### 3.3.2.1 Cheng and Chang’s whole teacher approach to early childhood professional development

Educators need to be developed holistically (Hargreaves, 2018). Chen and Chang (2006) further state that one can discern the whole educator development approach by its simultaneous focus on educator attitudes, skills, knowledge, and practices. Its distinctive application of an incorporated developmental framework that encourages educator expertise in a wide range of particular purviews can also be recognised. To sustain continuous growth and effectiveness of educators and leaders, high quality in-service professional development should be provided to hone the skills, knowledge, values and attitudes of the educators in their chosen domains, including the leadership domain (Hargreaves, 2018). The in-service professional development and knowledge sharing occurring in the organisation leads to the development of an educator in totality and is important for continuous personal, professional and organisational growth, as well as a catalyst for lifelong learning.

**Table 3.3 – Whole Teacher Approach to Early Childhood Professional Development (Chen & Chang, 2006)**

Distinctive Characteristics	Implementation
Multidimensional	Programs target teacher attitudes, skills, and practices; offer multiple ways to learn and develop; and accommodate diverse teacher needs and motivations.
Domain specific	Objectives are based on the content and performance requirements of specific professional development domains.
Integrated	Instructional strategies facilitate dynamic interrelationships among attitudes, skills, and practices. Instruction engages the whole teacher, rather than limiting the learning process to narrow, isolated goals.
Developmental	Programmes support teacher growth from novice to expert levels of proficiency, promoting continuous growth.

Table 3.3 above depicts the four interrelated characteristics of the whole educator approach to early childhood professional development, which is multidimensional, domain specific, integrated and developmental. The dimensions are further discussed below.

### **3.3.2.2 The four interrelated characteristics of the whole educator approach to early childhood professional development by Chen and Chang**

Chen and Chang (2006) argue that instead of using in-service workshops for developing knowledge and skills, the whole educator approach should be used. It targets multiple dimensions of the educators' developmental needs. The approach adds attitudes and classroom practices as further dimensions for development, which collectively play an equally important role in educators' professional development. Knowledge is important to teaching and learning, but not everybody uses their knowledge to succeed in teaching (Sellars, 2018). In certain instances, attitudes will be the most important first step to progress, for example, overcoming the fear of failure (Chen & Chang, 2006). The multiple dimensions offer teachers multiple pathways to learning and success, as depicted on Table 3.3. Other educators may want to succeed in teaching classes that are diverse, hence being motivated by classroom practice to succeed.

The whole educator approach is domain specific (Chen & Chang, 2006). When developing attitudes, skills, and practices, objectives for these areas are defined in the context of specific professional domains like curriculum leadership. Objectives are selected with a domain in mind. The objectives are the bedrock of programme design and assist in choosing content and suitable learning experiences to support educator and leadership development in diverse domains and contexts.

Attitudes, skills, and practices interact and influence each other (Chen & Chang, 2006). The interrelationship should form the basis for expediting educators' professional and leadership development. The whole educator approach to early childhood professional development advocates that training and development programmes should be designed to achieve isolated goals using instructional strategies that build on the interrelationships among goals like building educator confidence (Chen & Chang, 2006), which may contribute to educators' readiness to develop leadership skills, such as HODs. The approach is also a motivation for the implementation of new practices and leadership styles (Bolotin, 2015). When HODs succeed in implementing new approaches to leadership, they develop a sense of efficacy and the need for further development. As Chen and Chang (2006) state, deliberate integration of goals and instructional strategies in various domains increases the rate of progress for educators.

The fourth perspective of the whole teacher approach (§ Table 3.2) as described by Chen and Chang (2006), is the developmental one. The dimension aims at matching the training and development programmes to the objectives and level of expertise (Roehling & Huang, 2018) of educators in a particular domain, such as leadership. Chen and Chang (2006) postulate that for professional development programs to be effective, the objectives of programmes must be fitting to the levels of expertise in particular domains, which is curriculum leadership of HODs in the case of this research. The levels of expertise range from novice to expert (Chen & Chang, 2006). Not all development experiences are appropriate for all educators though, as experience and interest play a huge role in designing the type of development required by the different levels of expertise in a domain like leadership development (Grammatikopoulos, Gregoriadis & Zachopoulou, 2018). Those educators aspiring to become HODs who are least experienced will require more time to familiarise themselves with the demands of the work at hand and the context in which they have to lead. When given opportunities to lead, the educators explore what best approaches they can apply in leadership. More experienced educators may further explore other leadership styles by incorporating them in what they are already used to. It is however advisable to note that it is not easy to learn new ways if one is already used to certain approaches of doing things (Grammatikopoulos et al., 2018). Constant encouragement is required for change to take root and development to happen.

### **3.3.3 The relationship between Zhao's knowledge management framework: the new perspective on teacher professional development and Chen and Chang's whole teacher approach to professional development**

The two models strive to explain the relationship between knowledge management and professional development. Zhao (2010) Zhao (2010) Zhao (2010) emphasises development and improvement of educators on specific skills that include subject knowledge capabilities, expertise in the subject taught, life philosophy and professional attitude. His approach to knowledge management is in agreement with that of (Grovera & Froese, 2016), and it is that knowledge can be either measured and is thus explicit or tangible, or it can be unclear or vague and thus implicit or intangible. In Zhao's assertion, explicit knowledge can be measured, captured, examined and shared with others. The flip side of it is that implicit knowledge is not so easy to categorise or measure as it is personal, context specific and relies heavily on the experiences of individuals. Zhao (2010) further asserts that the context in which development takes place should be taken into consideration and is of great importance. The culture of the organisation and the experiences of the individuals should also be considered. Enablers which should make conditions for development favourable, such as leadership, availability of resources, time and so forth, should also be taken into account for development to take root.

The development and management of knowledge should therefore be carefully crafted to benefit the individuals or groups it is aimed at. Zhao (2010) states that knowledge management strategies should be clear and specific about what they want to achieve.

On the other hand, Chen and Chang (2006) argue for educator professional development to take a holistic approach. They advocate for educator development to be multidimensional, domain specific, integrated and developmental (§ Table 3.3). Chen and Chang (2006) argue that the inconsistent presentation of in-service and developmental programmes will lead to fragmented development. They further state that if there are various programmes that are offered in a piecemeal way, with a lack of integration and follow-up mechanisms, there is a likelihood of incoherence. Chen and Chang (2006) therefore advocate for a comprehensive, all-inclusive approach which they termed whole educator approach to professional development. It follows an early childhood development approach which is holistic in nature. The approach seeks to develop educators in the areas of attitudes, skills, knowledge and practice. It incorporates all areas of development to sustain continuous growth. Team work is also encouraged to share with fellow team members on an individual's skills.

The two models are in tandem in their approach to educator professional development in that they target the whole individual when being developed. The models target the skills, knowledge, values and attitude. In so doing, the educators' developmental needs and motivations are accommodated. While both models advocate holistic development of educators, they also target development in certain domains for specific development, e.g. subject area specialisation. The models also promote an integrated approach to development and point to incremental development, where individuals continually develop from novice to expert levels of proficiency.

The section above assisted in explaining the relationship between knowledge management and professional development. It is now important to look at the current nature, content and structure of HOD training programmes internationally.

### **3.4 The international context on the nature, content and structure of an HOD curriculum leadership training programme in secondary schools**

Different countries have different leadership training programmes for education leaders generally and for HODs in particular. The discussions below are based on what the literature review reveals about the nature, content and structure of an HOD curriculum leadership training programme in secondary schools in the United Kingdom, Australia, Malaysia, Kenya, Trinidad and Tobago, and Canada.

### 3.4.1 United Kingdom

The Department for Education (DfE) in the United Kingdom (UK) offers a formal qualification for middle leaders (Simkins, Coldron, Crawford & Bronwen Maxwell, 2018). Due to the positions they occupy, the HODs in South Africa can be seen as middle leadership as they are virtually a link between the SMT and the educators (Flückiger, Lovett, Dempster & Brown, 2015; Ogina, 2017). It is the nature of the National Professional Qualification for Middle Leadership (NPQML) to be specifically designed for aspiring and serving middle managers such as key stage leaders, curriculum area leaders, pastoral service leaders, subject leaders, special education needs coordinators and HODs. The qualification is offered through accredited service providers found across England's regions (Simkins et al., 2018). Simkins et al. (2018) state that each region is serviced by a number of providers, e.g. National is serviced by ten (10) providers, Yorkshire and the Humber (6), North-east (2), North-west (4), East Midlands (6), West Midlands (5), East of England (4), London (4), South-east (7) and South-west (9).

There are six content areas of the qualification which are aimed at developing knowledge and skills for middle leadership. The content areas are: (i) strategy and improvement; (ii) teaching and curriculum excellence, (iii) leading with impact, (iv) working in partnership; (v) managing resources and risks, and (vi) increasing capability (DfE, 2017). These content areas have been discussed as some of the roles and responsibilities of the HOD in chapter two.

The 2017 document on National Professional Qualification (NPQ) Content and Assessment Framework – A guide for NPQ participants (DfE, 2017, p. 36) further states that NPQML consist of leadership behaviours that the candidates must learn, and the following are listed: (i) commitment; (ii) collaboration; (iii) personal drive; (iv) resilience; (v) awareness; (vi) integrity; and (vii) respect.

The NPQML is structured to include the following, but may vary according to providers (DfE, 2017):

- a) On-the-job leadership training;
- b) Challenge and support through a coach or mentor;
- c) Access to high-quality resources, drawing on up-to-date research and evidence; and
- d) Provision of opportunities for structured reflection. (§ 3.21.5).

The NPQML is assessed in two parts, part A consists of content on strategy and improvement; teaching and curriculum excellence; leading with impact; and working in partnership, and part B

consists of content on managing resources and risks and increasing capability. To complete the NPQML qualification participants must:

- a. **Lead** an improvement project in their team, lasting at least 2 terms, aimed at improving pupil progress and attainment (part A) and the capability of their team (part B).
- b. **Submit** a written account of the project to the provider for assessment, demonstrating how they have met the criteria set out below. This should cover the initiation, implementation and evaluation of the project.
- c. **Submit** supporting documents/material as evidence where indicated below. Supporting evidence must be concise and directly related to the candidate's project and corresponding assessment criterion.
- d. **Not exceed** a total word count (across both parts of the project) of 4,500, excluding supporting documents or annexes.

The DfE does not only put certain requirements on the graduates for completing the NPQML alone, but also demands from the service providers to:

- a) **Assess** project scripts and supporting evidence in accordance with the mark scheme provided by DfE; and
- b) **Comply** with the assessment requirements, including peer moderation, as described in the NPQ quality framework.

The UK seems to have developed a system that takes into consideration the developmental needs of the HOD as it does with the development of principals as school leaders. In South Africa, as in the UK, educators receive training in pedagogical content knowledge in their initial training as educators (Heng & Marsh, 2009). The difference is when preparing educators to become leaders, South African HODs only receive some form of training after assuming the leadership roles, unless they have enrolled for some sort of formal programme with institutions of higher learning on their own, to capacitate themselves on leadership. The UK seems to rather be proactive than reactive when coming to HOD preparation. Whilst HODs are supposed to receive training as leaders before promotion, the study on HODs in South Africa conducted by Turner (2000) demonstrates that the opposite is rather true.

The section below looks at the nature, content and structure of an HOD curriculum leadership training programme in secondary schools in Australia.

### 3.4.2 Australia

There seems to be no specific or formal qualification for HODs in Australia. The available leadership training is designed for educators who have ambition for the principal's office as stated by Thorpe and Bennet-Powell (2014, p. 52) and (Bush & Glover, 2016) who agree that courses or programmes offered to middle leaders, such as HODs, focus on being stepping stones to senior leadership positions rather than focusing on developing middle leadership. It is important to support the development of principals, but equally so should be the development of other leaders like HODs (Flückiger et al., 2015; Thorpe & Bennet-Powell, 2014). The educators who are promoted to HOD or another middle level leadership position do so by virtue of being experienced in the field or subject, or by being recognized by the school principal as suitable for the position (Rosenfeld, 2008). The promoted individuals receive the recognition that they can effectively lead a department and effectively perform the roles of curriculum leadership and management (Rosenfeld, 2008, p. 55). Rosenfeld (2008, pp. 55-56) further states that the HODs have little or no formal training for the position, with the tertiary institutions responsible for the provision of the understanding of curriculum and pedagogy as provided in the school. The following paragraphs serve to demonstrate that while countries can belong to the same international bodies, they do have different approaches to how they manage their educational affairs. This is true for Australia, which forms part of the Organisation for Economic Co-operation and Development (OECD)

Australia is unlike the other countries who are members of the OECD which have formal training programmes for leadership development at all levels, not only for principals (Pont, Nusche & Moorman, 2008). The OECD is a council where the administrators of thirty countries work together to address the economic, social and environmental challenges of globalisation (Pont et al., 2008, p. 2). The OECD document edited by Pont et al. (2008, pp. 125-126) further gives examples of the names of institutions that offer these formal programmes for leadership development, stating that some countries determine the need for training at state level and therefore establish a state-level. England established the National College for School Leadership (NCSL), while Slovenia established the National School for Leadership in Education, which design programmes with input from the field and make them available through regional centres. The OECD report by Pont et al. (2008) further mentions that Ireland and Northern Ireland have professional bodies. The Leadership Development for Schools in Ireland and the Regional Training Unit in Northern Ireland for the definition and provisioning of leadership training across the different stages of leadership careers, like that of the HOD. Austria funds independent universities to develop and deliver mandated programmes through the Leadership Academy. Finland also has training providers like the National Centre for

Professional Development in Education used to provide training development for educators and principals. In Australia, the situation is different as it seems that there is no dedicated leadership development programme for HODs. The Malaysian nature, content and structure of HOD curriculum leadership training programme in secondary schools is discussed next.

### **3.4.3 Malaysia**

In Malaysia, the leadership development and training available for HODs and other middle leaders can be obtained from the University of Nottingham, Malaysia (Javadi, 2014). The programme is aimed at new and aspiring middle managers to master theoretical and practical approaches to leadership and management. After completion of the stated programme, the holder is expected to explore organisational culture and ethos, examine continuous professional development (CPD) as a means of developing and improving practice, as well as understand key issues relating to policy, strategy and resources in the ever-changing leadership and management landscape in schools (Kasim et al., 2015). The programme outcomes expect students to: reflect on and evaluate systematically their own practice as a leader and manager; further develop their own leadership and management potential; develop strategies to cope effectively with change and contribute to the management of change; explore their own leadership style, team-building, negotiating and delegation strategies; manage the work of teams and colleagues; make effective use of CPD; contribute to continuous improvement in school and student achievement; and to better understand organisational culture, climate and ethos to improve leadership and management of the school. The programme is not a guarantee that one will become an HOD, but when the opportunity arises, the educator will be ready to occupy the position.

It is thus clear that training for HODs in Malaysia focuses on preparing HODs for leadership roles. Like Malaysia, Kenya also employs HODs in the leadership structures of the school.

### **3.4.4 Kenya**

HODs in Kenya receive continuous in-service training and development initiated by the Ministry of Education after assumption of the HOD position (Chepkole et al., 2017, p. 629). The in-service training opportunities focus mainly on curriculum implementation, supervision, teaching methods and evaluation of learner work rather than on educator resource management, innovation and management (Chepkole et al., 2017, p. 629). It is also worth noting that in-service training and development only happen after the educators have been promoted to the role of HOD (Maingi, 2015). It is not a prerequisite to receive formal training for HOD before assuming this important and influential position (Maingi, 2015). In their study on the provisioning

of in-service training for HODs in Kenya, Chepkole et al. (2017) note that the HODs rarely attend these training and development opportunities. The authors also observed that most schools did not have in-service training plans for HODs (Chepkole et al., 2017). If HODs do not attend or are not provided with training opportunities, or possess the pre-requisite knowledge on what their responsibilities are, the departments they lead may perform poorly and that may place the HODs in a precarious position in carrying out the responsibilities expected of them (Atebe, 2009; Rosenfeld et al., 2008). The situation on HOD development in Trinidad and Tobago is also discussed below.

#### **3.4.5 Trinidad and Tobago**

The literature review on Trinidad and Tobago reveals that there are training and development opportunities provided for educators and HODs who are interested in leadership positions (Bissessar, 2017). The training and development opportunities are provided through training programmes, curriculum support and workshops. The Trinidad and Tobago government established a professional development programme through its Strategic Plan 2011-2015 (Malta. Ministry of Education Youth and Employment, 2007; Ministry of Education, 2012). According to Bissessar (2017, p. 12) the strategic plan was aimed at assisting HODs to fulfil their roles and responsibilities. However, due to a lack of training opportunities, that did not materialise. Though the programme had good intentions in assisting educators and HODs in secondary schools in the management of curriculum, it did not take root. Its implementation has not been followed up, therefore HODs are not feeling confident in carrying out their duties as leaders and curriculum administrators (Bissessar, 2017). The reluctance in affording HODs training opportunities while there is recognition to do so by education administrators in various countries, actually hampers the ability of HODs in doing their work (Flückiger et al., 2015; Thorpe & Bennet-Powell, 2014). The Canadian current nature, content and structure of HODs curriculum leadership training programme in secondary schools is discussed next.

#### **3.4.6 Canada**

The careers of educators in Canada follow paths similar to those in many first world countries. If educators are successful through applying for available positions, with secondment from principals, by qualification, or by virtue of number of years served and experience, they may be promoted to department head and then take part in professional development and training to assist them in exercising their leadership roles (NCEE, 2018). Educators are rated on 16 competencies aligned to three standards of practice which are (i) professional knowledge; (ii) professional practice and leadership in learning communities; and (iii) on-going professional learning. The emphasis of evaluation is on providing recommendations for continuous

improvement. The education system of Canada is decentralized, with provinces having a choice in how they run the province's education affairs. In Ontario educators who pursue senior leadership can either complete a short course approved by the College of Ontario Teachers, which is a teacher-led credential organisation, or advance their qualifications through completing additional programmes like diplomas and degrees in states such as British Columbia (Simkins et al., 2018). Educators are further evaluated through a programme called Teacher Performance Appraisal (TPA), which is developed and structured by the Ministry of Education and administered by principals in schools. The NCEE (2018) emphasises continuous professional development for educators before and after assuming leadership roles, and also for the development of various career paths. The principals play a pivotal role in educator development and the mentoring of aspirant leaders like HODs. A discussion on the South African current nature, content and structure of HODs' curriculum leadership training programme in secondary schools follows below.

### **3.5 The South African context on the nature, content and structure of HODs' curriculum leadership training programme in secondary schools**

There are no formal training programmes in South Africa specifically designed for HOD curriculum leadership training (Malinga, 2016). HODs who are promoted or educators aspiring to become HOD must possess the content knowledge of the subject or subject cluster they want to head or supervise (Malinga, 2016, p. 18). Albashiry et al. (2016) add that it is noticeable that the training and development provision for HOD in schools has, to date, been relatively limited. In most of the Provincial Education Departments (PEDs) in South Africa, which are autonomous from the national Department of Basic Education (DBE), the most applied type of training for HODs is induction, which is a once-off event that takes place at the beginning of the HODs career (Malinga, 2016). Malinga (2016, p. 88) further states that "HODs have not been trained to lead or manage departments except being trained as teachers". The statement is supported by the empirical evidence from the in-depth interviews conducted in schools with HODs and principals who overwhelmingly attest that there is lack of training for HODs in their responses, specifically on matters of leadership development (Bush & Glover, 2016).

The other way of developing educators (of which HODs form part) in South Africa is by way of Continuing Professional Teacher Development (CPTD) created by the South African Council for Educators (SACE) and established under Section 5(b) of the SACE Act no. 31 of 2000 as amended by the Basic Education Laws Amendment Act of 2011 (SACE, 2013). CPTD is the system that helps teachers grow professionally the way other professionals like doctors or lawyers grow (SACE, 2011). It is done to develop educators after their initial qualifications in order to further develop their professional skills over a three year cycle (SACE, 2013).

Educators should amass 150 points over the three year cycle, which translates into 50 points per year by participating in various activities (SACE, 2013). The activities include doing short online courses, reading or writing education articles, attending seminars, or mentoring other teachers (SACE, 2011) which may be initiated by the teachers themselves, the school, or by external bodies.

Due to a lack of specific curriculum training programmes preparing HODs for leadership positions, many educators aspiring to become leaders enrol for leadership and management programmes with institutions of higher learning, like universities, to develop themselves. Most of the courses or programmes, like the Advanced Certificate in Education in school leadership (ACE-SL), are offered through distance learning (Malinga, 2016). The programmes are not specific for HODs, but generic and mostly target principals (Thorpe & Bennet-Powell, 2014), though other educators in SMT like HODs were allowed to participate in them. It is therefore not easy to fathom or decipher what the current nature, content and structure of HODs' curriculum leadership training programme in secondary schools in South Africa is. The South African context suggests a need for a curriculum training programme for HODs in secondary schools. The focus of this research, which is the development of a training programme for HODs, is therefore not far-fetched.

### **3.5.1 Comparison of the international and the South African context, content and nature of HOD curriculum leadership training programmes in secondary schools**

It is clear from the discussions above that there are similarities and differences in the approach that international countries take to provide training and development for HODs. In some instances South Africa compares with these countries where in others it does not. Table 3.4 below gives a summary of the comparisons followed by a discussion. In the discussions, aim one is addressed, which looks into the current nature, content and structure of curriculum training programmes for HODs. The concepts of formal and informal training are used herein; where formal means training programmes that are certified and informal training programmes mean those that are not.

**Table 3.4 – Comparison of the international and South African context on the nature, content and structure of an HOD curriculum leadership training programme in secondary schools**

	<b>United Kingdom</b>	<b>Australia</b>	<b>Malaysia</b>	<b>Kenya</b>	<b>Trinidad and Tobago</b>	<b>Canada</b>	<b>South Africa</b>
<b>Nature</b>	Formal through accredited service providers	Non-formal and formal training.  Tertiary institutions are responsible for providing the training.	Formal and informal training provided. Formal training provided by the University of Nottingham, Malaysia.	Informal in-service training and development initiated by the Ministry of Education after assumption of position of HOD.	(i) Formal and informal. (ii) Strategic Plan 2011-2015 by the Ministry of Education through institutions of higher learning.	Both formal and informal. Informal internally and through PDP. Formally through enrolment with institutions of higher learning.	Informal training programmes for HODs.  Training and development provision for HOD limited before assumption of position
<b>Content</b>	(i) Strategy and improvement; (ii) teaching and curriculum excellence; (iii) leading with impact; (iv) working in partnership; (v) managing resources and risks; and	(i) Understanding of curriculum and pedagogy as provided in the schools; (ii) curriculum leadership and management; (iii) range of skills, knowledge and abilities on school	(i) Theoretical and practical approaches to leadership and management; (ii) explore organisational culture and ethos (iii) students (HODs) have to: reflect on and evaluate	(i) Curriculum implementation; (ii) supervision; (iii) teaching methods; (iv) evaluation of learner work; and (v) cultivate professional knowledge, attitude and	(i) Fulfil roles and responsibilities as school leaders	(i) Professional knowledge, (ii) professional practice and leadership in learning communities; and (iii) on-going professional learning	(i) Leadership; (ii) curriculum implementation; (iv) supervision; (v) monitoring and evaluation of learner and educator work; (vi) management of resources;

	(vi) increasing capability	management.	<p>systematically own practice as a leader and manager;</p> <ul style="list-style-type: none"> <li>• Further develop own leadership and management potential;</li> <li>• Develop strategies to cope effectively with change and contribute to the management of change;</li> <li>• Explore own leadership style, team-building, negotiation and delegation strategies, manage the work of teams and colleagues, make effective use of CPD,</li> <li>• Contribute to continuous</li> </ul>	performance			<p>(vii) communication;</p> <p>(viii) teaching methods; and</p> <p>(ix) teach a subject</p>
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			improvement in the school and student achievement and to better understand organisational culture, climate and ethos to improve leadership and management of the school				
<b>Structure</b>	<ul style="list-style-type: none"> <li>(i) On-the-job leadership training</li> <li>(ii) Challenge and support through a coach or mentor</li> <li>(iii) Access to high-quality resources, drawing on up-to-date research and evidence and</li> </ul>	<ul style="list-style-type: none"> <li>(i) Management training: short conference courses and workshops that emphasise practical information and skills and does not necessarily lead to awards and qualifications.</li> <li>(ii) Management</li> </ul>	Face-to-face and e-learning	<ul style="list-style-type: none"> <li>(i) Workshops</li> <li>(ii) Full staff sessions</li> <li>(iii) Seminars</li> <li>(iv) Mentoring</li> <li>(v) Inductions</li> <li>(vi) CPTD</li> </ul>	<ul style="list-style-type: none"> <li>(i) training programmes,</li> <li>(ii) curriculum support and</li> <li>(iii) workshops</li> </ul>	<ul style="list-style-type: none"> <li>(i) Completion of short courses approved by colleges like the College of Ontario Teachers in Ontario</li> <li>(ii) Completing additional programmes like diplomas and degrees in states such British Columbia</li> <li>(iii) Teacher</li> </ul>	<ul style="list-style-type: none"> <li>(i) Induction, which is a once-off event that takes place at the beginning of the HOD's career</li> <li>(ii) CPTD initiated by the Department of Education and managed by the principal</li> <li>(iii) Self-enrolment for leadership and management programmes with</li> </ul>

	(iv) Provision of opportunities for structured reflection	<p>education: secondments, fellowships and long external courses leading to higher educational and professional qualifications.</p> <p>(iii) Management support: where managers are supported on-the-job to grow professionally and move forward in their careers. This is achieved through career development, appraisal, and job rotation.</p>				Performance Appraisal (TPA) which is developed and structured by the Ministry of Education and administered by principals in schools.	institutions of higher learning by HODs.
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### **3.5.1.1 The nature of a curriculum leadership training programme for HODs in secondary schools**

The UK, Australia, Malaysia, Trinidad and Tobago, and Canada, barring Kenya and South Africa, offer both formal and informal training and development programmes for HODs for their curriculum leadership roles. Kenya and South Africa only offer informal training opportunities for its educators who are promoted to positions of HOD. The UK offers the formal training programme via accredited service providers situated across the length and breadth of the country. In Australia, Canada, Malaysia and Trinidad and Tobago, the formal leadership programme is offered by institutions of higher learning like universities. All of the countries, South Africa and Kenya included, offer informal training for their HODs. In all the countries except South Africa, the training is sanctioned by the ministries of education in the respective countries. Kenya and South Africa do not offer any form of leadership training for educators aspiring to become HODs until after the individual has assumed the HOD position, except in instances where the aspirant educator enrol themselves for leadership programmes at various universities, which also offer different curricula in such programmes. It is only after promotion that some form of training is offered to the incumbents.

### **3.5.1.2 Content of curriculum leadership training programme for HODs in secondary schools**

The comparison of the content of various training programmes offered in different countries point to developing the HOD in general school leadership and management. The comparison also shows the development of HOD curriculum leadership and in areas such as but not limited to management of teaching and learning, assisting educators in implementing appropriate teaching methods and techniques, learner assessment, team work, management of resources, educator supervision, educator development, and cultivation of good teaching practices and culture. While the contents are mainly the same in both formal and informal training programmes in most countries, it is important to note that in South Africa it applies only to the informal training where the training is provided by the school leadership, departmental officials or an external service provider. The structure of the training offered is also summarised below to indicate how various countries compare or are different in the structures of the training programmes they offer to HODs.

### **3.5.2.3 The structure of a curriculum leadership training programme for HODs in secondary schools**

The training in various countries is done at various sites, over a particular period of time and through various modes of presentation. In the UK, the training takes the on-the-job approach. It deals with challenges that HODs are faced with and uses the mentoring and coaching for support, allows HODs to access high quality resources and assist them to draw on up-to-date research. It also provides opportunities for structured reflection. In Australia, the training takes the shape of short courses and workshops that emphasise practical information and skills. These are not certified programmes. There are also long term external courses offered by institutions of higher learning which are certified. In Malaysia, the training is offered in a combination of both face-to-face presentation and e-learning. The training programmes also differ in length depending on whether they are presented by a service provider or internally by the ministry of education or the school principal. In Kenya, the development is informal as indicated in the paragraphs above. The HOD training in Kenya takes the form of in-service training through workshops, full staff sessions, seminars, mentoring, induction, or CPTD. In Trinidad and Tobago training is offered through training programmes, curriculum support and workshops. There is also training offered through institutions of higher learning which are sponsored by the Ministry of Education through the Strategic Plan 2011-2015. In Canada, short courses that build up to a qualification are offered to develop HODs. Diplomas and degrees are also offered as formal qualifications. In the informal category, the Teacher Performance Appraisal (TPA) is developed by the Ministry of Education and administered by the principals on site. Though South Africa does not have a formal training programme specific for HODs, educators assuming HOD positions receive a once-off induction to ease them into the position. They have to participate in CPTD, receive in-service training from the Department of Education and from selected external service providers to assist them to grow in the position.

### **3.6 Summary**

The chapter sought to explore the current nature, content and structure of HODs' curriculum leadership training programme in secondary schools in various international countries. The discussion of the current nature, content and structure of HODs' curriculum leadership training programme in secondary schools was also inclusive of that of the South African context. The chapter further sought to explore training and

development programmes for education leadership and to further explore how they can best be applied for better performance of schools. Lifelong learning was discussed as a way to demonstrate the interrelationships between knowledge management and professional development. A discussion on Maslow's Hierarchy of needs to demonstrate motivation and to bring in the influence of other theories like that of psychology then followed. A comparison between training and development was also done. Zhao's school knowledge management framework and strategies: the new perspective on teacher professional development and the Whole Teacher Approach to Early Childhood Professional Development by Chen and Chang models were employed to clarify holistic educator development. It is worth noting that most of the countries, except South Africa and Kenya, have both formal and informal training programmes. South Africa and Kenya only have informal training programmes unless the prospective HOD enrolls for a leadership and management course via an institution of higher learning. The two countries do not provide any training for HODs before assuming their leadership positions. The other countries in the discussions have a training programme specifically for HODs as leaders. Due to a lack of training programmes in South Africa, there is a dire need for such a programme to be developed. This research endeavours to develop such a programme to assist the South African HODs in carrying out their duties and responsibilities with confidence. Chapter four focuses on the research methodology for the research.

## **CHAPTER 4**

### **RESEARCH METHODOLOGY**

#### **4.1 Introduction**

Chapters two and three dealt with the literature review wherein the theoretical framework of the research was extrapolated upon. The two chapters gave an in-depth discussion on the theoretical and conceptual framework which formed the skeleton of the research (Merriam & Tisdell, 2016) and holding the research together by explaining the main research concepts. Chapter two discussed the Head of Department (HOD) as curriculum leader, while chapter three discussed the nature, content and structure of an HOD curriculum leadership training programme in secondary schools. The theoretical framework on leadership was explained in Chapter Two, explaining the concept of curriculum, leadership, HOD, comparison of context of HOD internationally and in South Africa, and curriculum leadership. Chapter Three also discussed the educator professional development wherein the general framework of school knowledge management, as adapted from the school knowledge management framework and strategies: the new perspective on teacher professional development by Zhao (2010), and Whole Educator Approach to Early Childhood Professional Development by Chen and Chang (2006) (§ 3.2), were extrapolated upon.

Chapter four focused on the research design and methodology, gaining access to the sites and participants, data collection, trustworthiness, reliability and validity, data analysis and interpretations, ethical considerations, the limitations and delimitations, and summarising the chapter at the end. The chapter commences with a look at the research questions and the research aims.

#### **4.2 Research questions and aims**

To address the research problem, a research question spell out the framework and the steps taken to address the research problem (Thomas, 2017). The following main research question guided the investigation:

- What is the current nature, content and structure of HOD curriculum leadership training programmes in secondary schools?

In order to achieve the aims of the research and systematise the research, the main research question has been divided into more specific sub-research questions. The following sub-questions were formulated:

- how do HODs perceive curriculum leadership in secondary schools?
- what are the barriers and enablers HODs face in their roles as curriculum leaders? and
- what training programme can be implemented to develop HODs' curriculum leadership?

The research aimed to:

- explore the current nature, content and structure of HODs' curriculum leadership training programme in secondary schools,
- explore how HODs perceive curriculum leadership in secondary schools,
- explore the barriers and enablers HODs face in their roles as curriculum leaders, and also
- explore and develop a training programme that can be implemented to develop HODs in effective curriculum leadership.

While the research question spelt out the framework and the steps taken to address the research problem, a research design was formulated to give the research a skeleton within which the research methods were discussed.

### **4.3 Research design**

The research design describes the procedures for conducting research (McMillan & Schumacher, 2010). It is important to clarify the research design, which is a blueprint for the study, in order to provide results that are credible (McMillan & Schumacher, 2010). Thomas (2017, p. 104) agrees that the research design indicates the general plan of the research, what happens to the participants, and the methods of data collection used. For this research, a qualitative, phenomenological approach underpinned by an interpretive paradigm design was chosen to assist in specifying the

plan to gather the empirical evidence that was used to answer the research questions and attain the research aims (Merriam & Tisdell, 2016).

Qualitative research seeks to know more about others' practices, improving their practice which leads to the researcher asking researchable questions (§ 4.2) (Merriam & Tisdell, 2016). The researchable questions seek to understand the lived experiences of the participants such as the HODs in this research (Merriam & Tisdell, 2016; Thomas, 2017). Qualitative research aims at collecting rich data that is descriptive in nature on a particular phenomenon or context in order to develop an understanding of the phenomena under study or observation, in the case of this research, a curriculum leadership training programme for HODs in secondary schools (Maree, 2007, p. 50). The qualitative approach studies people in their natural settings to understand their meaning of the world by interacting with them in their natural environment (Merriam & Tisdell, 2016). In this research, the natural environment of HODs is the school at which the particular HOD works. The interaction with HODs and principals is through in-depth interviews where open-ended questions were used to acquire meaning and understanding from the participants (Maree, 2007; Merriam & Tisdell, 2016; Thomas, 2017).

The design for this research is presented in the next section and begins with a brief description of the research methodology for the study. Phenomenology as a philosophical underpinning for this research (Merriam & Tisdell, 2016), as well as the research design which includes the interpretative paradigm, also forms part of the discussions (Thomas, 2017). The research methods used in this research are discussed in the succeeding sections.

#### **4.4 Research methodology**

Chapter four is a discussion on the methods used to reach the research aims and answers the research questions, sampling, collecting data, analysis of the data and ensuring trustworthiness, validity and reliability (Merriam & Tisdell, 2016). The discussions include why the methods were used and how they relate to the study (Thomas, 2017). The qualitative research approach as employed for this research is discussed below.

#### **4.4.1 Qualitative research approach**

The approach of qualitative research is to learn about things in their natural environment or settings with the aim of making sense by interpreting phenomena as people experience it. Through qualitative research, the researcher applies interpretive techniques to describe, decode and translate phenomena and settings in order to create meaning. Qualitative research seeks to establish meaning and understanding of phenomena and is flexible in its approach (Denzin & Lincoln, 2013; Merriam & Tisdell, 2016). Therefore, the qualitative researcher wants to understand how people draw meaning of their lived worlds (Merriam & Tisdell, 2016, p. 15). The researcher seeks to describe, decode and translate the phenomenon of a curriculum leadership training programme for HODs in secondary schools in order to answer the research questions and reach the research aims.

In this research, the researcher used in-depth interviews (§ 4.6.1) to collect data. During the interviews conducted with principals and HODs, the researcher utilised the interview guide (Addendum X) to steer and keep the interview on track and also made follow-ups and probed deeper, in order to get more meaning to interpret the phenomenon being researched (Kallio, Pietilä, Johnson & Kangasniemi, 2016). Through qualitative research, the researcher was the primary research instrument for data collection (Merriam & Tisdell, 2016) (§ 4.6.3). The qualitative sample for this research, which is discussed below (§ 4.4.4.1) is non-random and purposeful as the researcher wanted to interview HODs and school principals who are the participants with specific knowledge on curriculum leadership training programme for HODs in secondary schools (De Vos et al., 2011). Phenomenology was employed to ensure that the participants' experiences are used to define the phenomenon under investigation.

#### **4.4.2 Phenomenology**

Phenomenology is the philosophical research approach that aims at exploring or probing into the meanings of our lived experiences as humans. The phenomenological approach reflects on the lived experiences of participants (Groenewald, 2004; Mollenhauer & Friesen, 2014). When applying phenomenology, the researcher aims at the most accurate description of phenomena as is possible (Merriam & Tisdell, 2016; Mollenhauer & Friesen, 2014; Thomas, 2017) to ensure that it is the participants' lived experiences of people like HODs that are used to describe and interpret the

phenomenon and not the interpretation of the researcher. Through the phenomenological approach, the researcher sought to identify and illuminate on the phenomenon of curriculum leadership training programme for HODs in secondary schools through how the HODs perceive the phenomenon as actors in the situation (Groenewald, 2004). When applying phenomenology, the researchers try by all means possible to stay away from any pre-existing knowledge and ideas about the researched phenomena, and also to remain as neutral as possible to avoid bias (Groenewald, 2004). The phenomenologist researcher looks at the understanding of social and psychological phenomena from the perspectives of people involved, like the HODs and principals in the case of this research (Mollenhauer & Friesen, 2014). Mollenhauer and Friesen (2014) further argues that phenomenology aims at working towards how ordinary members of society attend to their everyday lives, and make meaning out of it.

The primary focus of this phenomenological research was to gather data regarding the perspectives of research participants who are secondary school HODs and principals about the phenomenon of curriculum leadership training programme for HODs in secondary schools (Merriam & Tisdell, 2016). The approach used qualitative methods of data gathering like interviews and field notes, aiming at gathering deep information and perceptions of the participants from the research participants' own point of view (Lester, 1999). The participants were interviewed in their work settings. Their perspectives on the phenomena under research were sought through in-depth interviews (Thomas, 2017). The in-depth interviews were carried out through semi-structured questions which were used as a basis for guiding and giving the interview structure, while allowing the researcher to probe deeper on issues he felt are important for the research and in which the participants needed to explain in more detail (Carduff, Kendall & Murray, 2018).

By applying the qualitative phenomenological approach, the researcher further sought to understand the importance of personal perspective and interpretation of the phenomena and environment in an objective way as presented by the participants (Mollenhauer & Friesen, 2014). As Groenewald (2004) agrees, the objective to look at the lived experiences of participants helped the researcher gain insights into participants' motivations and actions and in exposing the assumptions and conventional wisdom which may somehow be lost when other approaches of research are employed.

In order to understand in depth the relationship of human beings to their environment and how they interact with it, the interpretative paradigm was employed to interpret the relationship and interaction and also how they form meaning from it.

#### **4.4.3 Interpretive paradigm**

Interpretive paradigm allows researchers to view the world through the perceptions and experiences of the participants (Thanh & Thanh, 2015, p. 24), basically through the eyes of those who experience the phenomenon under research. The researcher uses the experiences of participants to construct and interpret their own understanding from the gathered data (Thanh & Thanh, 2015). Through the interpretivist paradigm, the researcher explores their own world by interpreting the understanding of participants (Thanh & Thanh, 2015). This study explored the curriculum leadership training programme for HODs in secondary schools. Thanh and Thanh (2015) believe that the interpretivist researcher should understand the context in which the research is conducted as critical to the interpretation of the data gathered. That is why the researcher took it upon himself to understand the context of the sites of research (schools) to understand how participants interact with their working environment to contextualise data analysis. By applying the interpretive methodology to the context of this study, the researcher examined what the participants had to say about their experiences as curriculum leadership training programmes for HODs in secondary schools (Willis, 2007). Interpretive research is more subjective than objective (Merriam & Tisdell, 2016; Thanh & Thanh, 2015; Thomas, 2017; Willis, 2007) as it studies lived experiences of participants. According to Merriam and Tisdell (2016), Thomas, (2017) and Willis (2007) there is no particular or rigid way to reach research answers and that reality is approached from the participants' own experiences when interpretivism is applied. The participants are of a particular group like HODs in secondary schools.

There is interconnection between the interpretivist paradigm and qualitative methods, which this research employs (Thanh & Thanh, 2015, p. 24). The interpretivist paradigm integrates human interest into a study (Willis, 2007). This research is not about things, but human beings (HODs) who should be studied and understood in the way they perceive their realities and lived worlds. The interpretive researcher assumes that reality is given or socially constructed and can be accessed through social constructions such as language, consciousness, shared meanings, and instruments (Merriam & Tisdell, 2016; Thomas, 2017). Interpretivist philosophy emphasises a

qualitative approach to research over quantitative approach (Merriam & Tisdell, 2016; Thomas, 2017). The interpretative paradigm can be easily integrated with phenomenology (§ 4.4.2) and other philosophical approaches like social constructivism, which reject the that meaning is objective and is independent of consciousness of the participants like HODs (Thanh & Thanh, 2015). The paradigm is also compatible with qualitative research areas like issues of ethics, which are discussed below (§ 4.9). Leadership and analysis of factors impacting leadership like curriculum leadership training programmes for HODs in secondary schools, which is the domain for this research and are discussed in depth in chapters two and three. The paradigm also assisted the researcher during the interview process as it guided the researcher to be grounded in dealing with participants as humans and researching how they understood reality from their point of view. Thanh and Thanh (2015) assert that by employing the interpretive paradigm, the researcher could study the phenomena in a great level of depth, which may lead to a high level of validity due to trustworthy and honesty generated by such research approach.

The researcher becomes a social actor, is immersed in the research activities in order to appreciate differences between people, and see the participants' realities the way they themselves see it (Thomas, 2017). It is worth noting that the interpretivist approach uses qualitative approaches such as interviews and observations for data collection where the researcher plays an important role (Denscombe, 2010) (§ 4.6.3). In this research, the researcher became part of the research by being a research instrument during conducting interviews, which were more conversational than interrogative and taking notes and observing the participants for hidden clues in their responses (Thanh & Thanh, 2015). By employing the interpretative paradigm, the researcher looked for meaning from the participants' point of view (Merriam & Tisdell, 2016; Thomas, 2017). In this research, meaning of how the HODs perceive curriculum leadership training in secondary schools was looked at.

Many researchers believe that the interpretivist paradigm predominantly uses qualitative methods to reach the research aims and answer research questions (Nind & Todd, 2011). It is in that light that this research followed the qualitative sampling method as discussed in the section that ensues.

#### **4.4.4 Sampling**

Sampling refers to the selection of the representation of persons or things from a larger population. It is also sometimes referred to as a sampling frame (Robinson, 2014). Furthermore, a sample is a representation of a population and is a formal plan by the researcher specifying a sampling method, a sample size, and procedure for recruiting participants for a study (Etikan, Musa & Alkassim, 2016; Moser & Korstjens, 2018) (§ Table 4.1). Moser and Korstjens (2018, p. 10) further assert that a “qualitative sampling plan describes how many observations, interviews, focus group discussions or cases are needed to ensure that the findings will contribute rich data”. In simpler words, sampling is done with a clear aim of representing the selected population. A research sample is derived from a population which is the aggregation of elements from which the sample is actually selected (Robinson, 2014). A population can be described as the totality of persons or things from which cases may legitimately be sampled in an interview study (Robinson, 2014). The population for this research is the total number of schools, principals and HODs in the two Area Offices in the Bojanala Education District of the North-West Province in South Africa.

There are a number of sampling types and frames that a qualitative researcher can choose from. Purposive sampling has been preferred for this research.

##### **4.4.4.1 Purposive sampling**

The most commonly used sampling strategies are purposive sampling, criterion sampling, theoretical sampling, convenience sampling and snowball sampling (Thomas, 2017). For this research, purposive sampling was preferred. Purposive sampling was employed because the participants (HODs, principals and education officials) have an intimate knowledge and understanding of the researched phenomena. When sampling for qualitative studies, participants are sampled deliberately (Etikan et al., 2016). A non-probability sampling procedure was used for this research to select knowledgeable and experienced participants (Etikan et al., 2016; Robinson, 2014). Purposive sampling, which is a non-probability sampling procedure, refers to sampling where members of the target population meet certain practical criteria and are included for the purpose of the study (Etikan et al., 2016; Merriam & Tisdell, 2016; Robinson, 2014). This criteria include:

- i. easy accessibility as it was with HODs in schools,

- ii. geographical proximity where it is easy for the researcher to travel or places nearer to the researcher's place of abode,
- iii. availability at a given time, particularly during times when appointments are agreed upon, and
- iv. the willingness of the participant to participate in the research.

The justification for using a purposive sampling is that I assumed that HODs have an impeccable viewpoint on the phenomenon in question and their presence in the sample was warranted (Etikan et al., 2016; Robinson, 2014). The HODs are experts in the specific phenomenon due to their close involvement in curriculum leadership in secondary schools (Merriam & Tisdell, 2016; Moser & Korstjens, 2018; Thomas, 2017). The researcher selected the schools where he could have access to HODs and principals who were potential participants. The HODs and principals were then recruited to be participants in the research. The HODs and principals were chosen to provide the richest information on curriculum leadership training programme for HODs in secondary schools as they are close to the phenomenon (Etikan et al., 2016). Both the HODs and principals are knowledgeable on the phenomenon of curriculum leadership training programmes. As participants, the HODs and principals could articulate and reflect, and are motivated to communicate at length and in depth on the topic with the researcher (Moser & Korstjens, 2018). It would be ideal if the HODs have been employed in their current positions for at least three years.

The sample of the qualitative study is smaller in comparison with that in quantitative studies. The sample of this study consisted of six schools, three from each of the two Area Offices in the Bojanala West Education District. Two HODs were interviewed together with the principal from each school. Two education officials from each of the Area Offices were also interviewed.

The criteria for selecting schools were that the school should be an equal representation of both urban and rural schools (§ Table 4.1). The schools should differ from quintile one (Q1) to quintile four (Q4). The schools that fall under Q1 to Q3 are schools that are mostly schools with low economic income parents and found in rural areas. Such schools are no fee schools, meaning the parents in such schools do not pay school fees. The schools are section 21 schools who get full subsidy from the Provincial Education Departments (PDEs) and of which the School Governing Body

(SGB) can manage their own financial affairs. Schools under section 21 receive a lump-sum, which is calculated according to learners in the schools. The transfers are according to the social standing of the schools where better-off schools receive less than the poor schools (South Africa, 1996, pp. B-53). The SGB is responsible for expending the funds in accordance to set regulations. Among the expenses is dealing directly with contractors and suppliers, paying for services and procuring services that are beneficial to the school (South Africa, 1996, pp. B-53). On the other side, Q4 schools are schools found in well-to-do areas with higher levels of income per family. These are schools that are mostly found in urban areas. The parents in Q4 schools pay school fees, with lesser subsidy and financial support from the PEDs compared with Q1-Q3 schools. The latter schools are also Section 21 as their SGB can manage their own financial affairs.

The HODs were sampled due to them being employed permanently at the sampled schools (§ Table 4.1). The ideal sampled HOD would have a minimum experience of three years in the position. However, it was very difficult to find such HODs as most of the HODs in sampled schools were either just over a year in the position or newly transferred to the school. The challenge was aggravated by the fact that there are high levels of turnover in schools as many educators take early retirement or resign for various personal and work related reasons. It was not a pre-requisite to have a gender balanced representation of the sampled HODs, but Table 4.1 below indicates that the gender representation was fairly well-spread.

Principals of schools were automatically included as participants because of their proximity to the researched phenomena (§ Table 4.1), and that they could give a fair account of what training they offered to HODs, or what training is provided by the PED or the DBE nationally.

The education officials (§ Table 4.1) who took part in the research would also be people who are directly involved with providing training to members of SMTs, particularly the HODs. These officials would have adequate knowledge of the latest trends in curriculum and learner assessment. The officials would also have an understanding of educators' professional development and SACE's CPTD as advocated by the PEDs and DBE (§ 3.2). Their knowledge and understanding of educator professional development would assist in answering the research questions and help the research reach its aims.

Table 4.1 below is a summary, sample representation and categorisation of the discussions in paragraph 4.4.4 and paragraph 4.4.4.1 above.

**Table 4.1 – Sample representation and categorisation**

BOJANALA EDUCATION DISTRICT									
AREA OFFICE A					AREA OFFICE B				
EDUCATION OFFICIAL A					EDUCATION OFFICIAL B				
SCHOOL 1 PRINCIPAL 1	Urban	Male	HOD 1	Female	SCHOOL 4 PRINCIPAL 4	Rural	Female	HOD 7	Female
	Quintile 4 Fee paying		HOD 2	Male		Quintile 3 No-fee school		HOD 8	Female
SCHOOL 2 PRINCIPAL 2	Rural	Male	HOD 3	Male	SCHOOL 5 PRINCIPAL 5	Rural	Male	HOD 9	Female
	Quintile 3 No-fee school		HOD 4	Female		Quintile 1 No-fee school		HOD 10	Male
SCHOOL 3 PRINCIPAL 3	Rural	Female	HOD 5	Male	SCHOOL 6 PRINCIPAL 6	Urban	Male	HOD 11	Female
	Quintile 3 No-fee school		HOD 6	Female		Quintile 4 Fee paying		HOD 12	Female

The number of participants for this research is viewed as being sufficient as it is based on saturation. The saturation principle is where same returns are experienced without the prospect of getting any new information (Etikan et al., 2016). During saturation each additional unit of information would supply less new information than the preceding one, or until new information dwindles to nothing (Moser & Korstjens, 2018). In the case of this research, the saturation principle was applicable as it can be confirmed that the number of participants were adequate (Etikan et al., 2016). The data from the interviews provided enough information to draw conclusions on the responses from participants. The responses of the HODs were the same and not much new information could be sourced even though more of the HODs could be interviewed. To obtain data, I had to gain access to the participants first.

#### **4.5 Gaining access to participants**

Access leads to getting hold of the data required for the research (Thomas, 2017). The participants and sites where data will be sourced should be identified and contact and arrangements on how to reach them must be established (De Vos et al., 2011; Thomas, 2017). The data collection can be through interviews of any other means. The success of the qualitative design and the actual research depends mainly on the researcher's ability to access the research site or sites and participants (De Vos et al., 2011).

The research sites for this research are the schools where the HODs and principals work, this is inclusive of the area offices of the education officials responsible for providing training for personnel for professional development (§ Table 4.4.1). The researcher also has to establish and maintain relationships with both the participants and gatekeepers (De Vos et al., 2011; Thomas, 2017). The gatekeepers are people in authority who can provide approval for access to research sites and participants (De Vos et al., 2011). For this research, the gatekeepers are the provincial education officials responsible for research, the district research coordinators for research, the area office management, and at the level of schools, principals and SGBs. The discussion of how the researcher gained access to the various research sites and participants and the roles played by various gatekeepers succeeds hereunder.

The researcher firstly applied to the Department of Education and Sports Development in the North-West Province of South Africa. The application was done in a written form and then a verbal presentation was given to an official in the division for research at the head office. Thirdly, once permission was granted, the researcher approached the district office with the permission letter from the provincial office. Fourthly, a verbal presentation was

given once again and permission granted and district level. The area office managers were then presented with the permission letters from the provincial and district offices, both in hard copy and via email. Fifthly, a phone call was made to school principals to explain my interest in conducting research in their schools. The explanation included the research topic and the sample frame and size and why their schools were chosen. The researcher then wrote formal letters of request to various school principals and SGBs to conduct research in their schools. The letters requesting permission to conduct the research were attached as a package that included all information inclusive of interview confidentiality forms and forms of consent to participate in research. All of the documents used for application to conduct research, permission letters and interview confidentiality forms and forms of consent to participate in research are included in the addenda section at the end of this thesis. Once the schools confirmed receipt of the documents, appointments were set with the principals and prospective HOD participants.

In five of the sampled schools feedback was received that all the qualifying HODs and the principals were willing to participate in the research. There was no need to visit the schools to explain to the participants what is expected of them or how the research would unfold until on the day of the research where the researcher met with the participants for the actual interviews. There was only one school where participants wanted the researcher to come and explain what the research is all about, why they were chosen as participants and what effect the research would have on them. They wanted to know how long the research would take and what future implications would be. The researcher explained the research topic without giving much away, the duration of the interviews, how sampling was done and the implications on the participants by explaining the consent forms and confidentiality clauses. The researcher also explained the research ethics and how he was bound by the research ethics of the university. The explanations were well received by the participants and a date was set in the interview schedule as designed for this research.

Once the documents were sent, appointments secured and permissions from principals and SGBs secured, data collection commenced through interviews.

#### **4.6 Data collection**

This section of the research explores the method of data collection employed for this qualitative research (Gill, Stewart, Treasure & Chadwick, 2008). Data collection involves the specific procedures used in finding appropriate views on the phenomenon under investigation. Data is information that a research situation provides to the researcher. The

most commonly used data collection techniques in qualitative research are semi-structured individual and focused group interviews, observations and document analyses (Kallio et al., 2016), with semi-structured interviews as the most frequently used method of data collection (Kallio et al., 2016; Kelly, 2010; Thomas, 2017). For this research, semi-structured interviews were employed.

#### **4.6.1 Semi-structured interviews**

Talking to participants face-to-face assists the researcher to clear up any misunderstandings and misconceptions immediately and reduces the risk of losing important information (Kelly, 2010; Merriam & Tisdell, 2016; Thomas, 2017). The interview is a conversation initiated by the researcher with the purpose of gaining information relevant to the research and is aligned to the research aims and questions (Kallio et al., 2016; Kelly, 2010). Through the interviews, the researcher collects data by soliciting responses from participants. The responses are recorded and later transcribed. During the interview the researcher as the interviewer is actually in conversation with the participant who is the interviewee (Merriam & Tisdell, 2016; Thomas, 2017). Maree (2007, p. 87) further state that “an interview is a two-way conversation in which the interviewer asks the participant questions to collect data and to learn about the ideas, beliefs, views, opinions and behaviours of the participant”. During the interview the researcher and interviewee actually converse about something that the researcher wants to know more about in a field where the participant is an expert or has more information to share with the researcher. The interviewer should not overpower the interviewee or show signs of pompousness.

Semi-structured interviews were used to corroborate other sources of data like the literature review used in this research (§ Chapters 2 and 3) (Creswell, 2014). When using semi-structured interviews, the researcher employed a pre-determined interview schedule to define the line of questioning (Merriam & Tisdell, 2016) that the researcher wanted to follow (Addendum X). As Thomas (2017, p. 206) puts it, “the semi-structured interview provides the researcher with combination of a list of issues to be covered and the freedom to follow-up where there is a necessity”. The questions on the interview schedule did not necessarily follow each other during the interviews. It is also not necessary that all the questions or points on the schedule are used in their entirety, as they serve as guidelines and reminders of what the researcher should ask (Thomas, 2017). The researcher is allowed to probe deeper where there is a need to (Creswell, 2014; Kallio et al., 2016; Maree, 2007). The interview schedule helped to formulate questions and follow-up questions which may also be referred to as probing (Kallio et al., 2016; Thomas, 2017).

During questioning, the researcher felt that there were issues that the participants should elaborate on. He then used the probing technique to look for more answers or explanations on such issues under discussion. Probes were employed to encourage the interviewees to expand on the answers they gave (Thomas, 2017, p. 207) by encouraging them to say more, giving non-verbal cues by nodding and asking if there is anything more they could share with him in relation to the answers. In essence, the researcher used the following methods of probing as suggested by (Maree, 2007, p. 89). Firstly, he used detailed orientated probes which aimed at understanding the who, where and what part of the interviewees' answers. Secondly, he used elaboration probes which sought to get responses from participants about the examples given in answers. Thirdly, the researcher used clarification probes which sought to clarify the responses by respondents by paraphrasing what he thought were their responses. By using probing the researcher could get more clarification by leading the participants to say something important to the researcher (Merriam & Tisdell, 2016). The probes helped the researcher to also prove to the interviewee that he was attentive and interested in what they were saying and in turn that encouraged them to say more.

#### **4.6.1.1 Advantages of semi-structured interviews**

The semi-structured interviews have notable advantages which the researchers can put to good use (Cohen et al., 2011; Creswell, 2014; Kallio et al., 2016; Kelly, A. V., 1999; Maree, 2007; Merriam & Tisdell, 2016; Morrison, 1998; Stephenson, 2010). Some of the benefits of semi-structured interviews as found in the literature on semi-structured interviews are extrapolated below:

- a) Through the use of semi-structured interviews the researchers can address issues they have identified in advance, and need to gain more information on. In this research, the researcher identified key issues he wanted to address and put them on the interview schedule so that they were prioritised and gained attention during the interview.
- b) The interview is arranged well in advance and the researcher avoids a last minute scramble. The interviews mostly run as planned barring last minute changes of venues and availability of participants. For this research, the researcher made appointments with all participants, visited the schools and also phoned a day before visiting, and again in the morning of the interview to make sure that the appointments were still standing.
- c) The researcher uses an interview guide which is not rigid in posing questions as in other forms of interviews such as structured interviews. The guide assists

the researcher to pose follow-up questions and probe to gain further meaning and unexpected responses. During the interviews for this research the researcher ensured that he asked participants to elaborate by asking follow-up questions and probing further by asking the respondents to give examples and explain in more detail.

- d) The semi-structured interviews allow a cordial exchange of views between the interviewer and interviewee. For the researcher, it was important to allow the respondents to be free to express what they felt about the topic under discussion without restraining them and with minimal interference; unless there was an issue he wanted the interviewee to address so that the importance of such a point is not lost. In choosing semi-structured interviews, the researcher could get better access to the participants and converse in a manner that allowed the research questions and aims to be realisable.
- e) Through the semi-structured interviews, the researcher could get into the psyche of the participants with regards to their beliefs, what their perceptions are about curriculum leadership training programmes for HODs in secondary schools as a phenomenon under research. They could also give their personal account on their daily experiences as HODs.
- f) The semi-structured interview assists the researcher to obtain detailed in-depth answers, as the name suggests, and this happens in a naturalistic and non-intrusive way (Coleman, 2012; Denscombe, 2010; Javadi, 2014). The interviews are flexible and permit the interviewee a lot of latitude to respond to questions. During the interaction, the researcher allowed the interviewees to take their time in responding, as long as they were in line with the discussions as guided by the interview schedule used. The interviewees responded openly without restrictions and on their own terms.
- g) The responses were recorded to be transcribed at a later stage. The recordings are an integral part of the interviews as they help in safeguarding the original interview and both the respondents and interviewer can always go back to them for verification. For this research two recording devices were used during the interviews for backup in case one of them fails. The recordings were immediately uploaded on google drive to make sure that if anything happens to the recording devices, backup is always available.
- h) Talking to the respondents face-to-face helped the researcher to clarify all the misconceptions and misunderstandings that may arise immediately. The conversation thus became purposeful as all issues that may hinder the respondents' reply to questions were addressed on the spot. The researcher

could also read any discomfort, agitation and anxiety of the respondents, which led to rephrasing the questions, following up on them or probing deeper to gain more dimension to the response. This may have eluded the researcher if he used any other form of questioning, for example, a questionnaire.

In summarising and supporting the above, Denscombe (2010, p. 192) further states the following advantages of the semi-structured interview:

- a) **Depth of information.** Good, detailed data related to the topics of research is produced through probing.
- b) **Insights.** The researcher is likely to gain valuable insights based on the depth of the information gathered and the wisdom of 'key informants'.
- c) **Equipment.** Interviews require only simple equipment and build on conversation skills which researchers already have.
- d) **Informants' priorities.** Interviews are a good method for producing data based on informants' priorities, opinions and ideas. Informants have the opportunity to expand their ideas, explain their views and identify what they regard as the crucial factors.
- e) **Flexibility.** Interviews are very flexible in obtaining research data, as adjustments to questioning can be made at any time when there is such a need.
- f) **High response rate.** Because of them being prearranged at respondents' convenience, interviews have a relatively high response rate.
- g) **Validity.** Data can be checked for accuracy and relevance and errors eliminated during collection.
- h) **Therapeutic.** Interviews can be a rewarding experience for the informant, and due to the personal element attached to the method, respondents enjoy a chance to be listened to without being judged.

It is not only about the advantages of semi-structured interviews though, as there are also disadvantages to this form of interviews, which are discussed next.

#### **4.6.1.2 Disadvantages of semi-structured interviews**

There are a number of disadvantages concerning interviews that are found in the literature and experienced by the researcher in this research (Coleman, 2012; Creswell,

2014; De Vos et al., 2011; Denscombe, 2010; Maree, 2007; Merriam & Tisdell, 2016; Thomas, 2017), and a summary of such disadvantages are discussed hereunder:

- a) **Interviews are time consuming.** It takes patience and meticulous arrangement to set up an interview appointment, let alone to go through the process of interviewing itself. The researcher also has to sit through each interview patiently and collect as much information from the respondents as possible while observing the respondent. The researcher also has to take notes during the interview, which may be a challenge to new researchers or researchers who did not receive proper training.
- b) **Workload during data analysis.** Compared to other data collection methods like questionnaires, data transaction, analysis and coding for interviews poses serious challenges and is time-consuming to prepare.
- c) **Effects on reliability.** The uniqueness of each data-set collected, the consistency of the researcher and the impact of the interviewer on the respondents affect reliability of the interviews adversely.
- d) **Interviewer effect on interviewees.** The statements from an interviewee may be affected by the identity of the researcher. They may also want to impress the interviewer to an extent by giving false statements or saying what they wish to do rather than what they actually do.
- e) **Inhibitions from recording devices.** The recording devices used may inhibit the respondents as some people find electronic devices daunting. The fear of what will happen to the information they supply may scare the respondents to the point where their responses are affected or not forthcoming.
- f) **Interviews are seen as invasion of privacy.** Due to a lack of experience and skill, some researchers are perceived to be invading the privacy of interviewees, particularly when interviewers do not explain why and how the interview will unfold. It is also not always comfortable to expose oneself to a stranger who asks a lot of questions.
- g) **Use of resources.** Face-to-face interviews requires the researcher to travel long distances, and in some instances escalating the research costs. The researcher also spends a lot of time on the road travelling to the sites and honouring appointments.

There are ways to deal with the disadvantages as and when they arise during the research process.

#### **4.6.1.3 Aspects to address the disadvantages**

During the planning of the interviews the researcher took stringent measures to overcome what may have been shortcomings and disadvantages of using semi-structured interviews (Denscombe, 2010; Kallio et al., 2016; Kelly, 2010; Merriam & Tisdell, 2016; Thomas, 2017).

- a) To manage time sparingly, the researcher arranged beforehand how the interviews would be conducted by firstly calling the principals of the sampled schools and explaining the research intentions, as well as to orientate them on the research itself. Secondly he forwarded the consent forms and other attachments to the principals via email. Thirdly he followed up with the principals on whether they received the documents or not and explained to them how and when they should be filled in by all the people concerned. Fourthly, the researcher made sure that all the appointments were scheduled and adhered to as scheduled. The researcher called a day before and in the morning of the scheduled interviews to make sure and remind the principals of the pending visit. In that way, the researcher saved a lot of time and managed it well.
- b) To minimise the workload during data analysis, the researcher arranged with external experts to transcribe the interviews. The transcribers were paid by the money from the bursary from the UCDP: Staff Development – Advancing Academic Qualifications – Emerging Researcher Programme offered by the North-West University where the researcher studies. The moment the transcriptions were available they were coded and the responses were arranged according to themes.
- c) To ascertain that reliability is not compromised, the researcher made sure that the interviews happened in a way that the information from the respondents was cross-referenced with that of other respondents. The researcher also made sure that the recordings were of good quality so that nothing would be missed during transcription.
- d) Though the researcher was part of the interview process as researcher, the researcher explained to the interviewees to give responses that are truthful and to avoid impressing me, as that may compromise the validity of the interview. The

interviewees were also alerted to the fact that they should be as relaxed as they could be, as relaxing may help them in conversing with ease and give more valuable responses.

- e) The researcher explained to the participants that the recording devices were an integral part of the interview and the overall research. The researcher made sure that they understood that the recordings are not going to be used for other purposes than for the transcriptions and as reference for both the researcher and themselves as participants.
- f) Once the researcher gained entrance to the research sites and made contact with the participants, he researcher made sure that they understood who he is and what he is doing by explaining the issues pertaining to privacy and consenting. The researcher made the participants aware that he was in no ways trying to invade their privacy or expose who they are but to understand how they perceive curriculum leadership training programmes for HODs in secondary schools. The researcher also agreed with them about the venue of the interviews. Most preferred to be interviewed in their offices or at a venue on the school premises, which they agreed to and arranged with the principals.
- g) To reduce travelling costs, the researcher made sure that all the participants in a single school were interviewed on the same day. The researcher would start with the HODs and interview the principals last. The researcher also made sure that all participants were available on the interview day so that travelling would be minimal, hence reducing costs and time spent.

During the interviews, the researcher took field notes as part of the data collection methods.

#### **4.6.2 Field notes**

During the interviews, the researcher was continually reflecting on my own understandings of the phenomenon and on my relationship with the participants. The researcher also continually analysed the data that he collected (Bliss, 2016, p. 18) by keeping field notes. Field notes are written accounts or records of what is heard, seen, experienced and thought of by the researcher during the process of the research (De Vos et al., 2011, p. 359). The field notes are used in qualitative research approaches to contextualise the collected information (Phillippi & Lauderdale, 2018). Phillippi and Lauderdale (2018, p. 381) further contend that field notes are not just “jottings”, but are

essential during analysis of the collected data. They are also used as an additional layer of data, to be interpreted during analyses (Maharaj, 2016; Phillippi & Lauderdale, 2018). Field notes are an essential component of qualitative research (Creswell, 2013; Merriam & Tisdell, 2016; Thomas, 2017). Creswell, (2013) posits that qualitative researchers are encouraged to take field notes to boost their data and to provide rich research contexts during analysis. Further, field notes assist in constructing thick, rich descriptions of the study context during interviews and other methods of research such as observations (De Vos et al., 2011; Phillippi & Lauderdale, 2018). In addition, Phillippi and Lauderdale (2018, p. 382) summarise that the field notes serve to prompt researchers to be aware of the context of the research environment, to add to the verbal data, to document that which is observed using the senses of sight, smell and sound within the physical environment, and to note the researcher's impressions of the research situation for the researcher to reflect on. This is to assist the researcher in identifying bias, to facilitate preliminary coding and to increase trustworthiness.

During the interviews conducted with HODs and principals on their perspectives on curriculum leadership training programmes for HODs in secondary schools, the researcher was careful to fully and accurately record what transpired. The researcher avoided relying on memory which could be lost after a few days (De Vos et al., 2011; Maharaj, 2016). The human memory is deemed somewhat unreliable as a research instrument, as it is prone to partial recall (Denscombe, 2010, pp. 186-187). The researcher had to employ more permanent recording methods of the unfolding interviews like the field notes. The notes were taken to assist me to remember the process and context of the interview, and to help during the analyses of data (De Vos et al., 2011).

The researcher took notes concerning the following contextual settings in order to give a rich context of the study (Phillippi & Lauderdale, 2018, pp. 383-385):

- a) The researcher noted the geographic setting of the research sites (schools) by noting their location from the nearest town, distance from a main road, or whether they are in a rural or urban location. The researcher also noted information about the distance from the nearest education office in the area.
- b) The field notes he took also concerned the demographics and cost of living of the community the schools are situated in, e.g. whether the school is Q1, Q2, Q3 or Q4 (§ Table 4.1). The quintiles categorise schools as fee paying or no-fee paying schools, with Q1-Q3 being schools found in low income areas with parents

exempted from paying school fees, and Q4 schools found in high income areas and parents having to pay school fees (§ 4.4.4.1) and (§ Table 4.1).

- c) The interview settings were also noted. The settings included the location of the interview and the settings of the interview rooms, which included whether it was in the principal's office, the HOD's office, or whether there was another room besides the mentioned ones where the interview was conducted. Setting would also mean whether the interview room was in the administration block, near the classrooms or outside the school. All were important to note. The proximity of sitting between the interviewer and interviewee in the room was also noted.
- d) To ensure privacy and confidentiality, the researcher conducted the interviews himself. It happened in private rooms or offices in the presence of the interviewee and researcher only.
- e) Non-verbal cues, appearance of the participants and their demeanour were noted. The pitch of voice, eye contact, sitting position and fiddling around were also points to take note of.
- f) During the interview, how the participants responded to the interview was also worth noting. How participants responded is inclusive of how the questions were posed, having to repeat or rephrase for some but not all participants. It gave me an opportunity to adjust the questioning approach.

The researcher was not just a passive member of the interview process, but also had some roles that he played to ascertain the integrity of the research process without asserting himself onto the process or being biased.

#### **4.6.3 Role of the researcher**

The qualitative research approach allows for the researcher to be part of the research as it is not easy to eliminate the researcher from the research process (Creswell, 2013; Maree, 2007). The researcher is seen as the research instrument during data gathering (De Vos et al., 2011). The researcher is also busy with the recording of interviews (Merriam & Tisdell, 2016) and taking notes of said interview as it unfolds.

The researcher served as an instrument for this research as he conducted all the interviews himself. He also ensured that responses from all the participants are collected, recorded and analysed. The researcher attended various workshops, received mentoring from supervisors and knowledgeable colleagues on acquiring the required skills, capacity

and competencies needed to conduct research to avoid researcher bias. The acquisition of skills, capacity and competencies helped in reducing the researcher's personal views and perspectives to avoid contaminating the collected data, interpretation and analysis (Merriam & Tisdell, 2016). The interviews were conducted according to the interview schedule to ensure uniformity of questioning and maintain neutrality of the interview process, which the researcher maintained throughout (Creswell, 2014). As mentioned by Thomas (2017), the researcher was professional, paid due attention to participants' feelings and maintained objectivity by allowing the participants to respond to questions without undue influence. In being professional and having the welfare of participants at heart, the researcher was ensuring the accuracy of the data and that the data should be defensible and accurate. In so doing, the researcher was working towards the trustworthiness, reliability and validity of the research.

#### **4.7 Trustworthiness, reliability and validity**

Trustworthiness of research is proven by the credibility and authenticity of the data collected (Gay et al., 2011, p. 392). The accuracy of the data should be defensible and accurate (Gay et al., 2011, p. 392). Trustworthiness is also known as the validity and reliability of a qualitative research data (Arthur, Waring, Coe & Hedges, 2012; Creswell, 2014; De Vos et al., 2011; Merriam & Tisdell, 2016). It is important that the researcher safeguards the validity and reliability of the research.

##### **4.7.1 Validity and reliability**

Validity is the accuracy, meaningfulness and credibility of the research project, while reliability refers to the degree to which the research findings are true (Thomas, 2017, p. 145). The researcher employed various strategies as suggested by Gay et al. (2011, p. 392) to ensure the trustworthiness of this research, that it can be tested to prove the phenomena under discussion and also to ensure that it adds meaningful value to the body of knowledge found in the literature. To ensure trustworthiness, the collected data had to tally with the design tests of credibility, transferability, dependability and confirmability, as suggested by Gay et al. (2011, p. 392):

###### **4.7.1.1 Credibility**

Credibility of research findings refers to the extent to which the reader believes the recommendations as credible and has implications for the expected success of

implementation (Moon et al., 2016, p. 2). Credibility stems from the purpose of the research (Moon et al., 2016, p. 2). The researcher has to prove the credibility of their data by being able to deal with difficult situations presenting themselves and to explain truthfully and accurately the findings of their data (Gay et al., 2011, p. 392). The findings should reflect the lived experiences of the participants (Merriam & Tisdell, 2016, p. 238). To ensure credibility, the researcher recorded and accurately analysed the collected data. I also cross-checked the collected data by referring to the field notes to ensure that the analysed data is a true reflection of the collected data from multiple sources (Creswell, 2014). The researcher also checked if the data was transferable.

#### **4.7.1.2 Transferability**

To check whether the collected data could be used in other settings, the researcher used as much statements from the contexts as possible which may add value to future research (Schreier, 2012). This is termed transferability. Transferability would also suggest that the findings of this research can be applied to other settings, contexts or groups (Gay et al., 2011, p. 392). To ensure applicability, the researcher presented sufficient descriptive information that would add value to future undertakings of this nature (Thomas, 2017). Thick, rich descriptions (Merriam & Tisdell, 2016, p. 256) were also used to describe the findings of the study. Research should also be dependable and consistent, hence the discussions below.

#### **4.7.1.3 Dependability**

Data should be stable. It should be dependable and consistent. For data to meet dependability and consistency criteria, there must be consistency with future research similar to it contextually and with similar participants (Gay et al., 2011). Dependability and consistency would also mean the extensive coverage of the methodology and methods used allowing for assessment by readers to which suitable research practices have been articulated, documented and implemented during data collection, like field notes (Moon et al., 2016). For this research, the researcher achieved dependability by making sure the researcher's biases are eliminated during the research design phase by ensuring that the design can be tested and used in future research (Merriam & Tisdell, 2016; Moon et al., 2016). The research also strived to be neutral and objective.

#### **4.7.1.4 Confirmability**

Confirmability and neutrality suggest that research results are connected to the conclusions of the same research (Moon et al., 2016). The researcher should also

demonstrate that the results can be replicated (Gay et al., 2011). The collected data must be neutral, objective and free from bias and subjectivity (Gay et al., 2011; Merriam & Tisdell, 2016; Thomas, 2017). The researcher did member-checking by approaching the participants with the interpretation and the descriptions of the analysed data for them to verify for data accuracy, credibility and authenticity (Merriam & Tisdell, 2016; Thomas, 2017). In addition, field notes, audio recordings, transcripts and related documents were kept safe by the researcher for later inspection by the supervisor or auditor, should such a need arise. A research cannot be complete without the analysis and interpretation of the collected data.

#### **4.8 Data analysis and interpretations**

Phenomenological research is bound to generate large quantities of data from interview notes, tape recordings or other records which should be analysed (Lester, 1999). The analysis process was cumbersome and required a lot of time and resources to do (Merriam & Tisdell, 2016; Thomas, 2017). How the researcher overcame the challenges of the scope of data and time is discussed in the sections below (§ 4.8). Analysis is also necessarily messy, as data doesn't tend to fall into neat categories and there can be many ways to link different parts of discussions or observations.

All the data collected through the field notes and audio recordings of interviews conducted for this research were transformed into typed text (Merriam & Tisdell, 2016; Thomas, 2017). The researcher was able to organise, categorise, synthesise and analyse the data in an accurate way (Creswell, 2014). Patterns and consistencies started to emerge from the analysed data (Denscombe, 2010). Data analysis started as soon as it was collected to avoid forgetting and missing out on emerging patterns (Merriam & Tisdell, 2016), which are important in drawing conclusions and formulating recommendations. For this research, thematic analysis and coding were used.

##### **4.8.1 Thematic analysis**

To have user-friendly data, transcripts of the interviews were done and presented in text format. Data was then divided into components that were analysed, made sense and were easy to read. Reading the transcripts again and again led the researcher to realise the emergence of patterns in the data (Merriam & Tisdell, 2016, p. 204). As the themes emerged from the transcripts, the researcher started documenting all the emerging topics (Creswell, 2014; De Vos et al., 2011). Once similar topics emerged, duplications were checked and categorised together to minimise the quantity of categories and make them

more manageable (Merriam & Tisdell, 2016) (§ Chapter 5). Once the categories were minimised, the researcher then identified emerging themes. Coding was also used to analyse the data.

#### **4.8.2 Coding**

When analysing data, bulky volumes of data emerge. It is important to label the emerging themes under unique names or codes (Merriam & Tisdell, 2016, p. 223). It was therefore imperative for this research to use symbols, names or letters to identify and categorise the topics as they emerge. This is called coding. Labels were applied to passages and texts to show that they belong to certain themes or patterns (Merriam & Tisdell, 2016, p. 223). Important information from the data was immediately encoded as it emerged to support the qualitative richness of the phenomenon. The emergent topics were labelled or abbreviated with a code written next to the corresponding data to reference and analyse with ease at a later stage. Codes like LT for lack of training, CL for classroom management, ECA for extra-curricular activities, etc. were used for ease of reference (§ Chapter 5). To identify the participants and schools, codes like HOD7 for head of department seven, S3 for school three and so forth were used. During the research analysis and coding, Atlas.ti™ was used, a computer program used for organising and managing qualitative research data (Brito et al., 2017). The programme was very instrumental in organising, capturing, and analysing data. It also optimised time management, which is a very important commodity in qualitative research.

When working with humans, it is always important to have ethical considerations which are the bedrock of all research projects.

#### **4.9 Ethical considerations**

Ethics are concerned about morality of human conduct (Merriam & Tisdell, 2016; Thomas, 2017). It is about minimising or preventing harm by applying correct and appropriate ethical principles (De Vos et al., 2011). By observing ethical prescripts, problems that may arise during data collection or fieldwork may be pre-empted (Cohen et al., 2011). The observation and careful application of ethics also protect the rights of participants who may be vulnerable or exposed during interviews. To observe the ethics prescriptions, the following steps were carried out to minimise or eliminate potential harm to the participants.

##### **4.9.1 Ethics committee**

I acquired authorisation to conduct research in schools from the Directorate of Strategic Planning, Monitoring and Evaluation of the Department of Education and Sports Development of the North-West Province. In addition, the researcher sought and obtained ethical clearance, dated 25/08/2016, from the Ethics Committee of the Faculty of Education Sciences (ESREC) of the North-West University, before the research could commence. Permission to conduct research from area managers, school principals and SGB's of the sampled secondary schools, as well as to enter the learning sites, was also sought and received before the commencement of the data collection. Every time an office of a lower authority was approached for the purpose of seeking permission to conduct research, the permission from the upper office was produced.

#### **4.9.2 Protection from harm**

It is important to consider ethical issues when conducting research, especially where human beings are involved (Bliss, 2016; De Vos et al., 2011; Kallio et al., 2016). Due to the nature of human interaction between the researcher and participants, and the information the participants would provide to the researcher, there exist potential for physical, emotional and psychological harm (Arthur et al., 2012; Denzin & Lincoln, 2013) which the researcher had to foresee and minimise (De Vos et al., 2011; Thomas, 2017). The researcher therefore took ethical precautions when collecting data to limit harm to the participants. The researcher made sure that the participants did not travel to interview venues, hence conducting the interviews in their schools to avoid accidents and inconvenience. He also did not want to coerce the participants into taking part in the research without their consent (Merriam & Tisdell, 2016). To avoid emotional, physical and psychological harm, the researcher also considered other ethical processes, such as voluntary participation during the data collection.

#### **4.9.3 Voluntary participation**

As part of the researcher's responsibilities and as an ethical requirement, the participants were informed that their participation in this research would be voluntary (Thomas, 2017). The participants were also told that they could end their involvement in the research whenever they wished without penalties against them (Merriam & Tisdell, 2016). It was clearly spelled out to them that they have the right to withdraw from the research without having to explain to the researcher or anyone (De Vos et al., 2011). The researcher also made sure that the school principals were present when he explained this important ethical aspect of the research process. The issue of voluntary participation also formed part of the discussions and agreements reached between the Department of Education

and myself as researcher. Coercion and exploitation of participants from the researcher's side was therefore automatically ruled out as participants were made aware that they were in control of their participation. The participants were in control of their independence; hence informed consent needed to be obtained from them.

#### **4.9.4 Informed consent**

It is required from the researcher to inform the participants about what the research is about and what their role in the research is (Denscombe, 2010). It is also worth noting that participants should be given written consent for participation in the current research (Merriam & Tisdell, 2016; Thomas, 2017). As a result, all the participants in this research received consent forms before the commencement of the research (Thomas, 2017), which they filled out and signed after they were informed of the purpose, procedure, risks involved, benefits and the anticipated length of interviews during data collection.

With that in mind, the researcher made sure that he gave due consideration and respect to the participants of this research (Phillippi & Lauderdale, 2018; Thanh & Thanh, 2015; Thomas, 2017). The consideration was also imperative to assure autonomy of participants and what measures should be taken to ensure participants' confidentiality (Merriam & Tisdell, 2016; Thomas, 2017), and that the participants themselves benefit out of the research process.

#### **4.9.5 Anonymity and confidentiality**

Researchers should always keep the anonymity and confidentiality of participants in mind (De Vos et al., 2011; Denscombe, 2010; Schreier, 2012). In this research, assurance was given to the participants that the information received from them during my interaction with them will be kept stringently private and without revealing their identities in the research report, audio recordings or field notes. To assure privacy, the participants and schools were given names or letter codes as their identities so that only the researcher would know who they are, e.g. school 3, principal 1, or HOD 11. Care was taken not to connect data to any of the participants (Merriam & Tisdell, 2016). As part of data collection instruments, audio recordings were carried out. The participants were therefore requested to give the researcher permission to record the interviews.

#### **4.9.6 Permission to record the interviews**

This research followed a qualitative interview approach to collect data (Merriam & Tisdell, 2016). This data collection approach was used as it permitted the researcher to study

feelings, attitudes, interests, concerns, and values of participants with ease (De Vos et al., 2011; Denscombe, 2010). The interaction, reaction and assessment of the situation was easy to determine due to the proximity of the researcher and the participants (Thomas, 2017). Due to the amount of data collected and the fact that the researcher had to be sure about the exact words from the respondents' answers, audio recordings of the interviews were made. The researcher had to first ask for permission from the participants. The permission was required before the commencement of the interviews during the meetings that were held with the participants at their schools, and they were assured that they could withdraw in case they did not feel comfortable with the recording. Audio recordings were done because field notes can be cumbersome, time-consuming and take a lot of concentration from the researcher (Merriam & Tisdell, 2016; Thomas, 2017). The recordings provide a word-for-word account of the interviews as no words will be missed during analysis as with other methods of data collection, such as note-taking (Denscombe, 2010). At the start of each interview, the researcher reminded the participants of the use of audio recording and none of the participants had issues with it. The participants were not deceived or coerced, and participated freely and willingly due to the ethical and professional approach which the researcher displayed during the interaction with them.

#### **4.9.7 Honesty and transparency**

To uphold ethical research honesty and transparency, the researcher endeavoured to write and report honestly on the collected data and the findings of the research (Denscombe, 2010). All work which was published before this one was credited, cited and referenced to avoid plagiarism (Thomas, 2017). The researcher went back to the participants to verify whether the transcripts were reflective of what arose during data collection. The data analysis was done from the transcripts. Themes were identified and categorised. The transcripts made it impossible to falsify the data as the audio recording could be easily consulted to verify the responses from the participants by the researcher, supervisor or auditor. By following all the ethical prescripts of data collection, analyses and reporting, honesty and transparency of the research process was assured.

#### **4.10 Limitations and delimitations**

Limitations are weaknesses or handicaps with the potential to limit the validity of the research results. On the other side, delimitations are boundaries within which a research is confined (Pyrzczak & Bruce, 2005, p. 79). The confinement is deliberately done. In support to Pyrczak and Bruce (2005), Liao and Hitchcock (2018) state that limitations

recognise possible shortcomings of the research and that delimitations speak to how the research is focused in scope or is bound. The researcher explains what is not done and why it is not done. This research was limited to the factors that were most relevant to the research, i.e. the inclusivity of high schools, participants who are HODs, principals and departmental officials. It was limited to the schools as learning sites and the responses of the mentioned participants in sampled secondary schools in the Bojanala Education District in the North-West Province of South Africa. Principals were also part of the data collection through semi-structured interviews, which may have had a limiting effect to the research due to the intimidation that the HODs may experience or perceive. It is the participants who can explain how they perceive the phenomena under research, and their protection was important, hence their assurance about anonymity, confidentiality and privacy was explained in detailed to them. The results of this research were sourced from the sampled participants, but because of the way the research design was drawn, it is transferable. The transferability of results stem from the fact that the composition of the Provincial Department of Education of the North-West Province is compatible with that of the Republic of South Africa as well as most of the countries in the world. The roles and responsibilities of HODs in South Africa are also similar to those of HODs in other developing and developed countries. The summary below brings to a conclusion the discussions in chapter four.

#### **4.11 Summary**

In chapter four, the research design, methodology, data collection, gaining access to sites and participants, trustworthiness, reliability and validity, data analysis, ethical considerations and limitations and delimitations of the research were discussed. The researcher also gave reasons for adopting the approach and methodology that he followed in data collection. The sample frame, size and sampling methods were also discussed.

Semi-structured open-ended questions were used for data collection to afford the participants a platform to air their understanding of the researched phenomenon, and to understand their world view on the phenomenon. The interviews were audio-recorded, and field notes were taken. During the discussions under trustworthiness, it was noted that validity and reliability should be the pillars of a research project. Validity and reliability should also stand the test of credibility, transferability, dependability and confirmability.

Chapter five discusses the data analysis and interpretation process of the research. During analysis and interpretation the main question and sub-questions, including the

aims of the research, will be taken into consideration to check if the thread that binds the research was followed. The theoretical frameworks used in this research will also be used to check if the research aims were reached.

## CHAPTER FIVE

### Data analysis and interpretations

#### 5.1 Introduction

Chapter Four focussed on the analysis and interpretation of data collected through semi-structured interviews. A qualitative research approach was used and semi-structured interviews were conducted in six schools in two area offices of the Department of Basic Education (DBE) in the Bojanala West Education District of the North-West Province. Twelve HODs, six principals and two education officials in the area offices who are tasked with the support and training of HODs were interviewed to gain their views and understanding of the phenomena under research. A total of twenty interviews took place with the participants (§ Chapter Four). During sampling, a non-probability sampling procedure was used to select knowledgeable and experienced participants (Etikan et al., 2016; Robinson, 2014). Purposive sampling, which is a non-probability sampling procedure, was applied, as stated by Etikan et al. (2016), Merriam and Tisdell (2016) and Robinson (2014). Members of the target population meet certain practical criteria and are included for the purpose of the study as discussed in chapter four of this research (§ 4.4.4.1).

The researcher justified the use of purposive sampling by assuming that HODs have a viewpoint on the phenomenon in question that is beyond reproach and their presence in the sample was genuinely warranted (Etikan et al., 2016; Robinson, 2014). The HODs and principals have worked closely with the phenomenon of curriculum leadership in their everyday professional working environment (Etikan et al., 2016), and are experts in this specific phenomenon due to their close involvement (Merriam & Tisdell, 2016; Moser & Korstjens, 2018; Thomas, 2017). They are also knowledgeable in the training programmes related to the curriculum leadership. The researcher selected the schools where he could have access to HODs and principals who were potential participants. The identified participants were then recruited to be participants in the research. Both the HODs and principals are knowledgeable on the phenomenon of curriculum leadership and the relevant training programmes. As participants, the HODs and principals could articulate and reflect, and are motivated to communicate at length and in depth on the topic with the researcher (Moser & Korstjens, 2018). It would have been ideal if the HODs were employed in their current positions for at least three years, but as explained in chapter four, that was not always the case.

The sample of this study consisted of six schools, three from each of the two area offices in the Bojanala West Education District. Two HODs were interviewed together with the principal from each school. Two education officials from each of the area offices were also interviewed. The criteria for selecting schools were that the schools' sample should be an equal representation of both urban and rural schools, as discussed and depicted in chapter four of this research (§ Tables 4.1 and 5.1).

HODs had knowledge of what training they received with regards to curriculum leadership, as they were leaders themselves on the researched phenomenon. Principals and education officials were mostly responsible for ensuring that the HODs received the necessary training and knew what training was provided to HODs. The phenomena of curriculum leadership training programmes for HODs in secondary schools was analysed through dividing data into emerging themes, categories, sub-categories and codes. Merriam and Tisdell (2016) and Thomas (2017) agree that dividing the data into emerging themes, categories, sub-categories and codes allow the researcher to simplify, structure and categorise the data in order to make sense to the reader.

The researcher read over the transcripts several times and by doing so sought to establish relations, patterns, differences and similarities that emanated from the analysed data. The researcher also consulted the literature and field notes for cross-referencing, which led to the realisation of the emergent patterns in the data (Merriam & Tisdell, 2016, p. 204). As the themes emerged from the transcripts, field notes and literature, emerging topics were documented (Creswell, 2014; De Vos et al., 2011). Similar topics emerged, duplications were checked and grouped together to minimise the quantity of categories and sub-categories, and thus make the data more manageable (Merriam & Tisdell, 2016). After the categories and sub-categories were minimised, the researcher then identified themes which were analysed and interpreted. Coding was also used to analyse the data inductively. Zhou (2015) argues that by using the inductive approach the researcher allowed findings to emerge from the frequent, dominant or significant themes which are inherent in the raw data. Additionally, Zhou (2015, p. 724), states that the inductive coding focuses on themes that emerge from the data.

As data were analysed, bulky volumes of data emerged. It was significant to label the emerging themes under unique names or codes (Merriam & Tisdell, 2016, p. 223). Coding took place when symbols and category names or letters were identified and organised into the topics as they emerged (Johnson & Christensen, 2012). Labels were applied to passages and texts to show that they belonged to certain themes or patterns (Merriam & Tisdell, 2016, p. 223). Important information from the data was immediately encoded as it

emerged to support the qualitative richness of the phenomenon which was: *curriculum leadership training programmes for HODs in secondary schools*. The emergent topics were labelled or abbreviated with a code written next to the corresponding data so as to reference and analyse easily at a later stage. Codes like SLP for short learning programmes, NECT for National Education Collaboration Trust, IQMS for Integrated Quality Management Systems, etc., were employed for ease of reference. To identify the participants and schools, codes like HOD7 for head of department seven, S3 for school three, EOA for education official A and so forth, were used. To avoid mentioning their names and possibly revealing their identities as mentioned in chapter four of this research (§ 4.9.5), the anonymity and confidentiality of participants were kept in mind (De Vos et al., 2011; Denscombe, 2010; Schreier, 2012).

In chapter three, two theories from (Zhao, 2010) and (Chen & Chang, 2006) were introduced. The implications of the two theories were employed, which were the lenses through which the researcher navigated around the analysis and interpretation of data on the nature, content and structure of curriculum leadership programmes for HODs. Firstly, as the analysis and interpretations unfolded, it was clear that the theory of knowledge management and professional development (Zhao, 2010), which is key to this research, was at play. In his theory (Zhao, 2010), states that training and development for educators should be specific for certain content. (Zhao, 2010, p. 168) further argues that the specific content for teacher professional development must include subject knowledge and capabilities, which deals with the knowledge and capabilities of curriculum, teaching materials, and activity content; expertise focussing on the knowledge and capabilities of educational technologies, class administration, student counselling, new knowledge of education and research; general knowledge and capabilities mainly dealing with life philosophy, interpersonal communication, leisure life and professional attitudes which relates to service passion, teaching commitment and teaching desires. As the data was analysed and interpreted in this chapter, it unfolded that the four dimensions are infused in the discussions.

Secondly, Chen and Chang (2006) whole teacher approach to early childhood development was also used during the discussions of the analysis and interpretation of data. In their approach, they (Chen & Chang, 2006) mentioned the approach is distinguishable by four characteristics. Programmes designed for educator development must be **multidimensional**, meaning they must target educator skills, attitudes, be diverse in approach and accommodate various needs and motivations of educators; they must be **domain specific**, that is to say that content for development should target certain

professional development requirements like curriculum leadership for HODs; have an **integrated** approach in that there should be interrelations in the kind of attitudes, skills and practices to be involved. It would also mean that the nature, content and structure of training and development programmes provided should be integrated and coordinated to develop the HOD in such a way that they are not confused on what they are trained. Lastly, they (Chen & Chang, 2006) suggest that educator training should be **developmental** in that whatever training opportunity given to educators must be progressive and promote continuous growth.

The two theories assisted in the data coding and formulated themes and categories that were discussed. It was clear during the analysis that educators needed to be trained and developed in the knowledge and skills that apply to schools in general and certain school contexts in particular. It was also clear that educators should be trained in totality for them to be able to become better in what they do and overcome barriers they encounter in their work environments. The two theories will be discussed again and infused in a new training programme suggested for this study in chapter six.

The participants, area offices and schools were represented in the following way (§ 4.4.4.1):

**Table 5.1 – Coding and representation of participants, schools and educational officials**

AREA OFFICE A (AOA)		
EDUCATION OFFICIAL A (EOA)		
School 1	Principal 1	HOD1
(S1)	(P1)	HOD2
School 2	Principal 2	HOD3
(S2)	(P2)	HOD4
School 3	Principal 3	HOD5
(S3)	(P3)	HOD6
AREA OFFICE B (AOB)		
EDUCATION OFFICIAL B (EOB)		
School 4	Principal 4	HOD7
(S4)	(P4)	HOD8
School 5	Principal 5	HOD9
(S5)	(P5)	HOD10
School 6	Principal 6	HOD11
(S6)	(P6)	HOD12

For ease of reference, *most*, *majority* or *significant* meant any number of respondents beyond half (seven or more for HODs and three or more for principals), while *less* or *fewer* meant less than half (five and below for HODs and three and below for principals). There were only two education officials interviewed. For the officials' part, *all* or *both* meant both of them and *one* or *half* meant only one of the two. Where both participants from the same school have both responded almost similarly to the same question, the closest response to the question was recorded, e.g. if HOD3 and HOD4 from S2 both responded to the same question in an almost similar way, the closest response to the question was the one quoted in the analysis.

During the analysis and interpretation of the data the researcher used *in-vivo* coding, whereby the participants were quoted verbatim to ensure their voices were represented and heard in the research and the analysed data (Saldaña, 2013). The data was divided into broad themes which were subdivided into categories and codes which in turn made it easy to discuss.

There were seven broad themes sourced from the data which were in accordance with the research questions and aims (§ Chapter 1 and 2):

- Current nature of curriculum leadership training programmes for HODs in secondary schools
- The type of training received by HODs
- Content of curriculum leadership training programmes for HODs in secondary schools
- Structure of curriculum leadership training programmes for HODs in secondary schools
- Barriers experienced by HODs
- Enablers experienced by HODs
- Perceptions towards curriculum leadership training programmes of HODs, principals and education officials.

During the analysis of data from interviews the researcher attempted to understand what the roles of the research questions were. He also sought clarity on whether the researcher should be “guided” by the research questions when analysing the data or not, or whether the categories and themes must be derived independently from the research questions. According to Heslinga, Groote and Vanclay (2018, p. 181) citing Drisko and Maschi (2015) “(c)odes can be derived from theory beforehand (i.e. *a priori* coding), they can be derived from the text itself (i.e. emergent coding), or a mix of both can be applied”. The latter is true to this research. The codes represented the natural content and structure of curriculum leadership programmes for HODs in secondary schools. The codes were sourced from the theoretical framework from the literature review and interviews using the qualitative data analysis. When using priori coding, the categories are established prior to the analysis and the coding is applied to the data, with revisions made when and where necessary (Stemler, 2001). According to Merriam and Tisdell (2016, p.

202) ***the categories, themes or findings of a study are the answers to the research questions.*** The authors expertly advised that ***the research questions should guide the enquiry and address the data gathering procedure through specific interview questions, analysis of documents, observations and so forth.*** For this research, interviews and field notes were used as methods of data collection. Merriam and Tisdell (2016) advise on the role and importance of research questions in answering the research questions, and guided the researcher in the data analysis process for this research. It is for the same reason that the researcher sought to narrow the data analysis towards emerging categories, themes and findings that addressed the research questions.

The analysis and interpretations of the data followed the structure depicted in the figures and tables below (Figures 5.1-5.4 and Table 5.2).

## **5.2 Analysis and interpretation of themes and categories**

The discussions in this section of the data analysis and interpretations aimed to answer the main research question: ***“What is the current nature, content and structure of HOD curriculum leadership training programmes in secondary schools?”*** For ease of reference this section must be read in conjunction with the figure below (Figure 5.1). During the data analysis and interpretation, several themes and categories emerged (Merriam & Tisdell, 2016). Categories with the same lineage were put together to form themes (Gibbs, 2018). Seven themes emerged that addressed the main research question (§ 1.6.2). The themes were divided into a number of categories each.

The first theme that emerged (§ 5.2.1) addressed the nature of leadership training programmes offered to HODs. It was subdivided into two categories namely: (i) concept of curriculum leadership; and (ii) roles and responsibilities of HODs as perceived by the HODs, principals and education officials. The categories answered the interview questions of *“how do you as HOD/principal/education official understand curriculum leadership in secondary schools?”* and *“how do you understand curriculum leadership roles of HODs in secondary schools?”*

The second theme (§ 5.2.2) addressed the types of training received by HODs. Five categories emerged and are discussed under this theme. These were: (i) induction; (ii) professional support forums (PSF), (iii) short learning programmes (SLP); (iv) compulsory training programmes, e.g. Integrated Quality Management Systems (IQMS) and Continuing Professional Teacher Development (CPTD); and (v) programmes offered by external service providers, e.g. National Education Collaboration Trust (NECT). The

categories answered the interview question of *“have you received/provided any curriculum leadership training as/for HOD/s? If not, why not?”*

The third theme (§ 5.2.3) was about the content of the curriculum leadership training programmes. The theme answered the interview question of *“what was the content of the curriculum leadership training programmes offered for HODs?”* Six codes emerged as: (i) communication; (ii) collaboration with stakeholders; (iii) delegation; (iv) the management of curriculum; (v) inclusive education and diversity and (vi) improving on subject matter.

The fourth theme (§ 5.2.4) was the structure of the training programmes. This theme bore five categories which were: (i) presentations; (ii) interaction; (iii) modular (distance, block, contact); (iv) group activities; and (v) assignments and examinations. The theme answered the interview question *“what was the structure of the curriculum leadership training programme?”*.

The fifth theme (§ 5.2.5) was barriers experienced by HODs. There were twelve categories under this theme. They were: (i) workload; (ii) lack of time; (iii) school culture and environment; (iv) lack of resources and facilities; (v) poor learner discipline, performance and attitude; (vi) poor communication; (vii) socio-economic environment; (viii) changes in the curriculum; (ix) lack of incorporation or use of technology in teaching and learning; (x) vandalism; (xi) diversity; and (xii) lack of training and development. The theme answered the research question *“What are the barriers and enablers HODs face in their roles as curriculum leaders?”*, and the interview question of *“What barriers/problems/impediments/challenges related to curriculum leadership do HODs experience?”*

The sixth theme (§ 5.2.6) was enablers experienced by HODs. The theme had six categories which were: (i) support; (ii) open communication; (iii) planning; (iv) training and development opportunities; (v) positive school culture; and (vi) positive learner discipline. The theme, like the one above, sought to answer the research question *“What are the barriers and enablers HODs face in their roles as curriculum leaders?”*, and the interview question of *“What enablers related to curriculum leadership do HODs experience?”*.

The seventh and last theme (§ 5.2.7) was perceptions on the components to be included when designing curriculum leadership training programmes. This theme had its six categories as: (i) in-depth mastery and knowledge of supervised subject element; (ii) curriculum leadership and management element; (iii) management of resources element; (iv) personnel management element; (v) administration element; and (vi) leadership

element. The theme answered the research question “*What training programme can be implemented to develop HODs curriculum leadership?*”, and the interview question, “*What elements/aspects/components should be included in a curriculum leadership training programme?*”

As the discussions unfolded, the researcher presented the participants’ responses verbatim in quotes. The opinions of all the respondents’ categories were presented, starting with the HODs who were the focus of the research, followed by the principals and then the education officials. This was done to give the reader an idea of what the three categories of respondents thought about a particular theme. Where there was no mention of a category of respondents, particularly the principals and education officials, it must be assumed that there was no response in that theme or category.

The researchers also used the information from the field notes to record and compare the respondents’ responses with their emotions and body language. The emphasis and the tone of their voices were also used to record their responses. Sometimes the respondents showed confidence in their answers, at other times looked and sounded doubtful, while at some points they were very emphatic and looked very confident and resolved in their responses. It was also very interesting to note that the HOD respondents never showed any fear in their responses, especially where they included their principals. On the one hand the principals also did not hide anything in case they felt that the DBE has not done enough in training and offering support for development to the HODs. On the other hand, the officials were open and frank in agreeing to the shortcomings of the department and also suggested ways of assisting in providing better ways of training and developing the HODs.

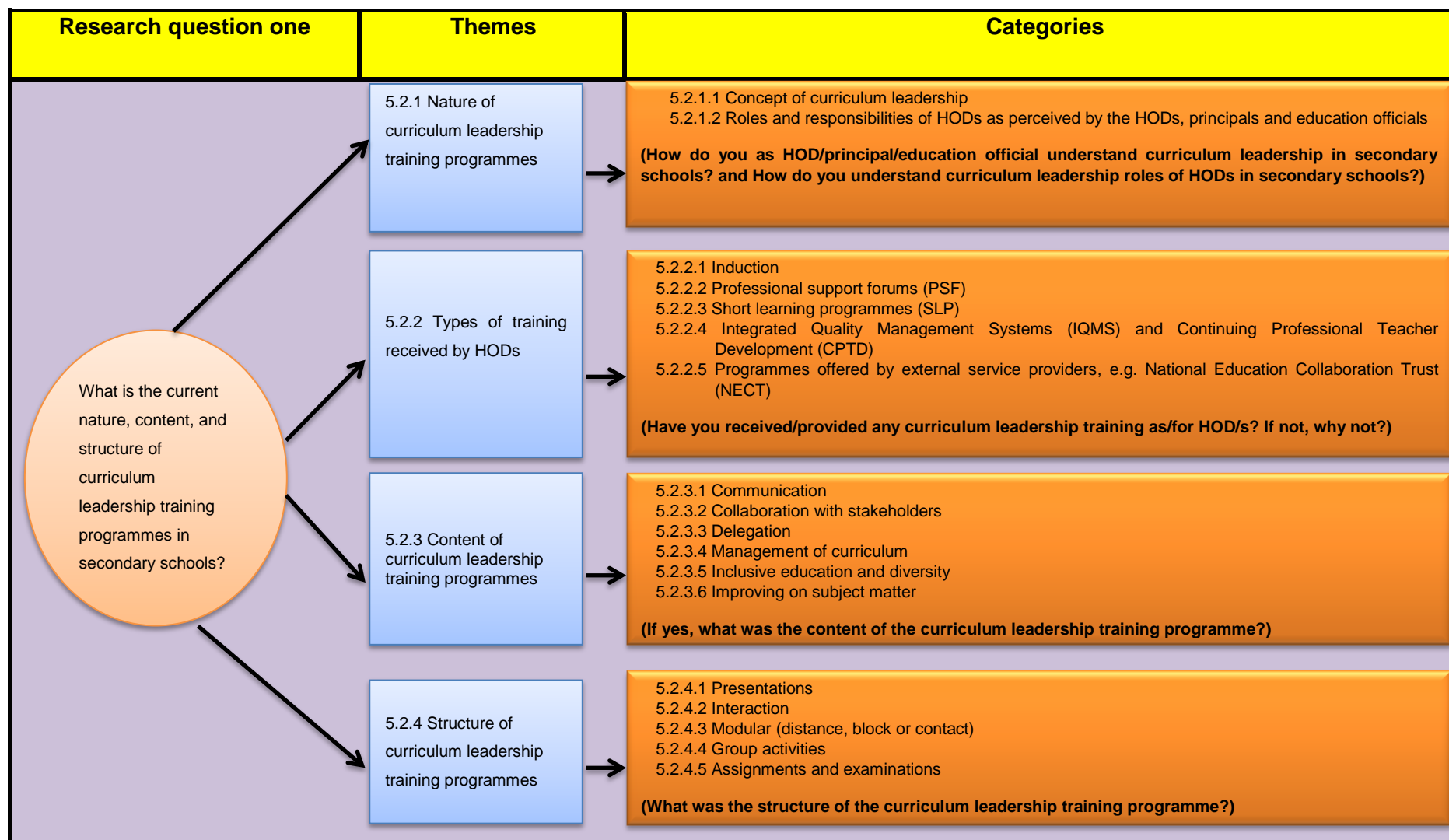
The discussion and analysis of the theme on the nature of curriculum leadership training programmes ensue below.

### **5.2.1. The nature of curriculum leadership training programmes**

Figure 5.1 below depicts the current nature, content and structure of curriculum leadership programmes. The themes of nature, type, content and structure of curriculum leadership were discussed separately hereafter. The nature of curriculum leadership, which was discussed first, was further subdivided into two categories, namely the concept of curriculum leadership as perceived by the HODs, principals and education officials where participants responded to the interview question: “*How do you as HOD understand curriculum leadership in secondary schools?*”, and the roles and responsibilities of HODs

as perceived by the HODs, principals and education officials which sought to answer the question: *“How do you as HOD understand the HODs’ curriculum leadership roles in secondary school?”*.

Figure 5.1 – Current nature, content and structure of curriculum leadership programmes



### 5.2.1.1 The concept of curriculum leadership

The concept of curriculum leadership was the first category under the theme of the nature of curriculum leadership training programmes (Figure 5.1). The participants had a mixture of perceptions about what curriculum leadership was, as there were differences and similarities in their responses. Through curriculum leadership, HODs strive to provide a vision and direction for educators to reach predetermined curriculum goals and objectives (Clarke, 2007; Van Niekerk, 2009) through the coverage of the syllabus and assessment activities. The discussions on the HODs' perceptions on curriculum leadership seemed to gravitate towards the roles and responsibilities of HODs, which are discussed later in this chapter (§ 5.2.1.2). The gravitation is caused by the fact that within the concept of curriculum there are concepts that are evident and permanently reside within the roles and responsibilities. **The perceptions of HODs, principals and education officials on the concept of curriculum leadership were discussed separately.** In chapter two, the different leadership styles and approaches were discussed. In the section to follow, the leadership styles and approaches of HODs were revealed. The leadership styles and approaches in the succeeding sections were not as clearly defined as they were in chapter two. The researcher allowed the participants to answer freely on the types of leadership styles and approaches they followed without restricting them to a particular style, approach or definition. The researcher then categorised the leadership styles or approaches of participants according to their responses. The discussions below are about the perceptions of HODs on the concept of leadership.

#### 5.2.1.1.1 HOD Leadership styles and approaches

This is the first code of the category under the concept of leadership. The concept of leadership is a difficult one to pin down and does not have a common definition, as defining the concept is also a contested terrain by authors and researchers depending from which viewpoint the definer stands (Silva, 2016; Yammarino, 2013), as revealed in the literature review in Chapter Two. When explaining what leadership is, one is tempted to include who leaders are and what they do (Summerfield, 2014) (§ 2.3.1). Algahtani (2014) and Northouse (2016) described leadership as behaviour, style, skill, process, responsibility, experience, function, position, characteristic, and even ability (§ 2.3). Leadership is not only about what leaders do, but also the interaction between leaders and followers (§ 2.3.2.3). This research adopted the definition by (Silva, 2016, p. 3) who indicated that *“leadership is the process of interactive influence that occurs when in a given context, some people accept someone as their leader to achieve common goals.”* The essence of this discussion was not to know what the HODs leadership style was, but

at least to determine what the individual HODs' leadership approaches were when executing their leadership responsibilities or roles. It was therefore not surprising to see how many different descriptions of leadership approaches the HODs came up with. The HODs mentioned that their leadership approaches were about the following aspects:

#### **5.2.1.1.2 Mentoring, advising, supporting, empowering and providing guidance**

Mentoring, advising, supporting, empowering and providing guidance is the second code of the category of the concept of leadership. One of the crucial elements of leadership is mentoring where the leader gives advice and support to the mentees (§ 2.3.3.6). The leaders also empower and provide guidance for the sake of development and reaching organisational goals (Gandolfi & Stone, 2017). Most HODs mentioned that they mentor, coach or empower their followers for development.

- *“... so mentoring will be monthly...” (S2, HOD4)*
- *“No, like you give advice...” (S3, HOD6)*
- *“... try to support educators...” (S1, HOD2)*
- *“... to empower them... is guidance...” (S6, HOD11)*

When mentoring, advising, supporting, empowering and guiding their team members, HODs should make sure that it is well-organised and yields the desired results (Wiles, 2009). In the discussion above, it was made clear from the HODs responses that they have to mentor, give advice, support and provide guidance to the educators they lead. It is noted though that there was not enough training and development provided to HODs in this regard (Jansen, 1998; Msila, 2014). If any training or development was provided, it was not well-coordinated and very brief (Table 5.2). HODs also see leadership as developing and enlightening others.

#### **5.2.1.1.3 Developing and enlightening others**

This discussion was on the analysis of the third code of the category of the concept of leadership, which was about developing and enlightening others. The level of training and development received by employees is key to how they perform their duties (Pinkelman et al., 2015). Regular training and development enlighten the employees and sustain their performance (§ 2.8.3.1.4). The development of educators should be holistic (Chen & Chang, 2006; Hargreaves, 2018). According to Chen and Chang (2006) professional development of educators should be multidimensional, domain specific, integrated and developmental (§ 6.3.1). A few HODs responded by saying they perceived leadership as

being able to develop and enlighten others through activities like workshops, delegation and induction. Some responses of HODs on development are recorded below:

- “... induction to the new educators...” (S6, HOD6)
- “... to develop them... to induct them...” (S4, HOD7)

The low frequency of responses on developing and enlightening others showed that there is a dearth of development towards the HODs, hence they could not develop others due to lack of development they received themselves. This is also discussed in the coming section on barriers experienced by HODs (§ 5.3.12). The HODs need development in order to share the knowledge and skills they acquired with those they interact with, especially educators in their departments. HODs are also required to perform leadership roles which is about motivating subordinates.

#### **5.2.1.1.4 Motivating subordinates and fostering interest**

The fourth code was that of motivating subordinates and fostering interest. Leaders motivate their followers to foster interest and buy-in to their vision and ideals (§ 2.3.2.3). HODs motivate and influence their followers to give their best in the tasks they perform and to energise them when energy levels are down (James, 2015). Below are some responses from the HODs.

- “... I cultivate interest among the educator...” (S2, HOD3)
- “... I do motivational speaking...” (S5, HOD9)

Both Algahtani (2014) and (Northouse, 2016) agree that leaders need to vitalise, motivate and inspire others to achieve common pre-agreed objectives and vision. The low frequency of responses to the question of HODs inspiring and motivating others is an indication that the HODs are not prepared to be leaders (De Lima, 2008; Valle et al., 2015). Motivation of team members happen through constant and clear communication. Communication is key in the trade of a leader and it is the sole element in leadership management through which information is dispensed among stakeholders.

#### **5.2.1.1.5 Communicating with stakeholders**

Communicating with stakeholders was the fifth code of the concept of curriculum leadership discussed and analysed. In the words of HODs, leadership entails communicating with all involved (§ 2.4.2.4). As leaders, HODs have a number of channels they use to communicate through (Wang & Shen, 2017). They communicate by holding

meetings, through circulars, records and information books and also give feedback to those concerned. The majority of HODs mentioned communication as an element of leadership they use in their leadership approach:

- *“... How do I communicate with my educators? ... Normally I send memos to my educators... we hold meetings once in a term” (S3, HOD6).*
- *“... you have to give information...” (S5, HOD9).*
- *“Conducting subject departmental meetings... Conduct parents meetings” (S2, HOD4).*
- *“... holding meetings with parents...” (S2, HOD3).*
- *“... I report back...” (S4, HOD7).*

HODs use a number of methods to communicate with stakeholders. They need to know which methods to use and when to use them. Good communication will always keep stakeholders up to date with what is happening within the department and create harmonious relations among the stakeholders. If stakeholders are involved in decision making, they will have ownership of the decisions taken and work to making them realisable. The HOD therefore needs to be developed in ways of communicating and collaborating with stakeholders. The HODs also mentioned that their leadership approach would involve collective decision-making.

#### **5.2.1.1.6 Democratic, consultative and involved in collective decision-making**

The sixth code depicted the democratic and consultative involvement in collective decision-making by the HOD. By using the democratic approach to leadership, the leaders use consensus and consultation with their followers (Pawar, 2014). It does not mean that they do not have the final decision on the matters under discussion, but they allow their followers to participate in the decision-making process, hence developing them (§ 2.3.3.2). Most of the HODs mentioned collective decision-making as an approach they employ in their leadership:

- *“... I normally consult...” (S2, HOD3)*
- *“... you also make sure there is teamwork...” (S5, HOD9)*
- *“... to participate in SMT.” (S1, HOD2)*
- *“... to interact with educators, community and all the stakeholders...” (S4, HOD7)*

- “... we are discussing... I always look at them with no authoritative face (eyes)...” (S6, HOD11)

The HODs mentioned that they communicated with their educators and other stakeholders like parents through a range of ways, including memoranda, meetings and so forth. Communication can make or break the organisation, in this case a school. It needs to be managed well to avoid a bottleneck of information as well as to clarify to others what is expected of them. The HOD therefore needs ample training in ways and management of communication as one of their roles. Communication is one of the skills a leader and manager should learn and use in the execution of their roles as leaders and managers. It is important for leaders to also possess a set of soft skills to deal with the people they interact with in their departments.

#### **5.2.1.1.7 Possessing soft skills to deal with other human beings**

Possessing soft skills to deal with other human beings was the seventh code of the category of the concept of curriculum leadership. To possess these skills, HODs and other educators must use a training approach that is holistic, multidimensional, domain specific, integrated and developmental, as suggested by (Chen & Chang, 2006) in their framework of early childhood development approach on educator development (§ 6.3.1). The responses of the participants pointed out that the HOD should be someone who is trustworthy, has the well-being of educators at heart and can provide pastoral care, is approachable, foster professionalism among members and is responsible in executing their duties (§ 2.3.2.1). According to Northouse (2016) and (Rowe & Guerrero, 2016), leaders must respect their fellow group members, be of service to them, exude ultimate honesty towards the members and make them feel comfortable and at home when interacting with them. A few of the HODs mentioned the following soft skills in their responses:

- “... be approachable when they need something... they have those people whom they trust to go and speak to them.” (S6, HOD11).
- “... I also preach pastoral care to my departments...wellbeing of educators...” (S4, HOD7).
- “My general understanding of HOD is that of being responsible and in charge... I foster professionalism, I even preach professionalism...” (S2, HOD3).

There were less than half of the HODs who mentioned possession of soft skills in their responses. The low frequency of responses on the issue may be an indication that the

HODs do need to be trained in soft skills and how to deal with other human beings, in this case educators, in their departments (Leithwood, 2016). HODs also responded by mentioning that leaders plan, organise, lead and control activities that happen within the areas they supervise.

#### **5.2.1.1.8 Planning, organising, leading and controlling the work of educators**

The eighth code on the category of curriculum leadership was planning, organising, leading and controlling the work of educators. The literature review in chapter two (§ 2.4.2.2.5) revealed that the leadership cycle begins with planning; by setting out aims and objectives, then organising activities to be carried out towards achieving the objectives, leading and motivating team members and controlling through monitoring to ascertain if the intended aims were reached through moderation (Bambi, 2012; Manaseh, 2016; Ogina, 2017). All the HODs alluded to planning as a leadership approach they use. A few of their quotes are recorded below:

- *“The HOD is also responsible for planning, organising, leading and controlling... Controlling is all about controlling the activities of those educators that are in my department... Leading is all about motivating and inspiring them.” (S6, HOD12)*
- *“... I must have a plan...” (S3, HOD5)*
- *“... to make sure that they follow my plan as a whole... I have my own plans...” (S1, HOD2).*

HODs felt they had to plan, organise, lead and control their work and that of others. It is therefore important to train and develop the HOD in this regard and to prepare them in dealing with other spheres of curriculum leadership and management. Some of the plans that the HOD has to implement are developed outside the school. The Annual Teaching Plan is one such plan. It is developed by the Department of Education and should be implemented in the school. The HOD is responsible to oversee its implementation and make sure that the curriculum is covered as planned, as discussed in chapter two during the literature review. HODs also mentioned that as leaders they must also foster compliance, be effective and be disciplinarians.

#### **5.2.1.1.9 Fostering accountability, compliance and effectiveness**

As the ninth code, fostering accountability, compliance and effectiveness was discussed and analysed as follows (Chen & Chang, 2006). The HODs have the leadership responsibilities of monitoring and controlling the activities within their departments

(Manaseh, 2016; Ogina, 2017), therefore fostering accountability and compliance, and ensuring effectiveness of the actions taken (§ 2.4.2.2.5). HOD11 was the only respondent who mentioned that being a leader means that you must be accountable, compliant and effective. The HOD mentioned:

*“... you also account as a leader... complying to everything...” (S6, HOD11)*

Although the fostering of accountability, compliance and effectiveness is a key role of the HOD, the rate of mentioning it in the responses of the HODs indicated that there was a dire need for training the HODs in the role (§ 2.4.2.2.3). Other HODs may not have seen it as a role that they needed to play, but in actual fact the HOD has to foster accountability, compliance and effectiveness through monitoring and moderating both the learners' and educators' work (RSA, 2005; DBE, 2009b). In the line of their duties, the HODs would have to deal with quarrels and misunderstanding among team members. One of the key features of leadership is that of managing conflict among members of a team.

#### **5.2.1.1.10 Managing conflict**

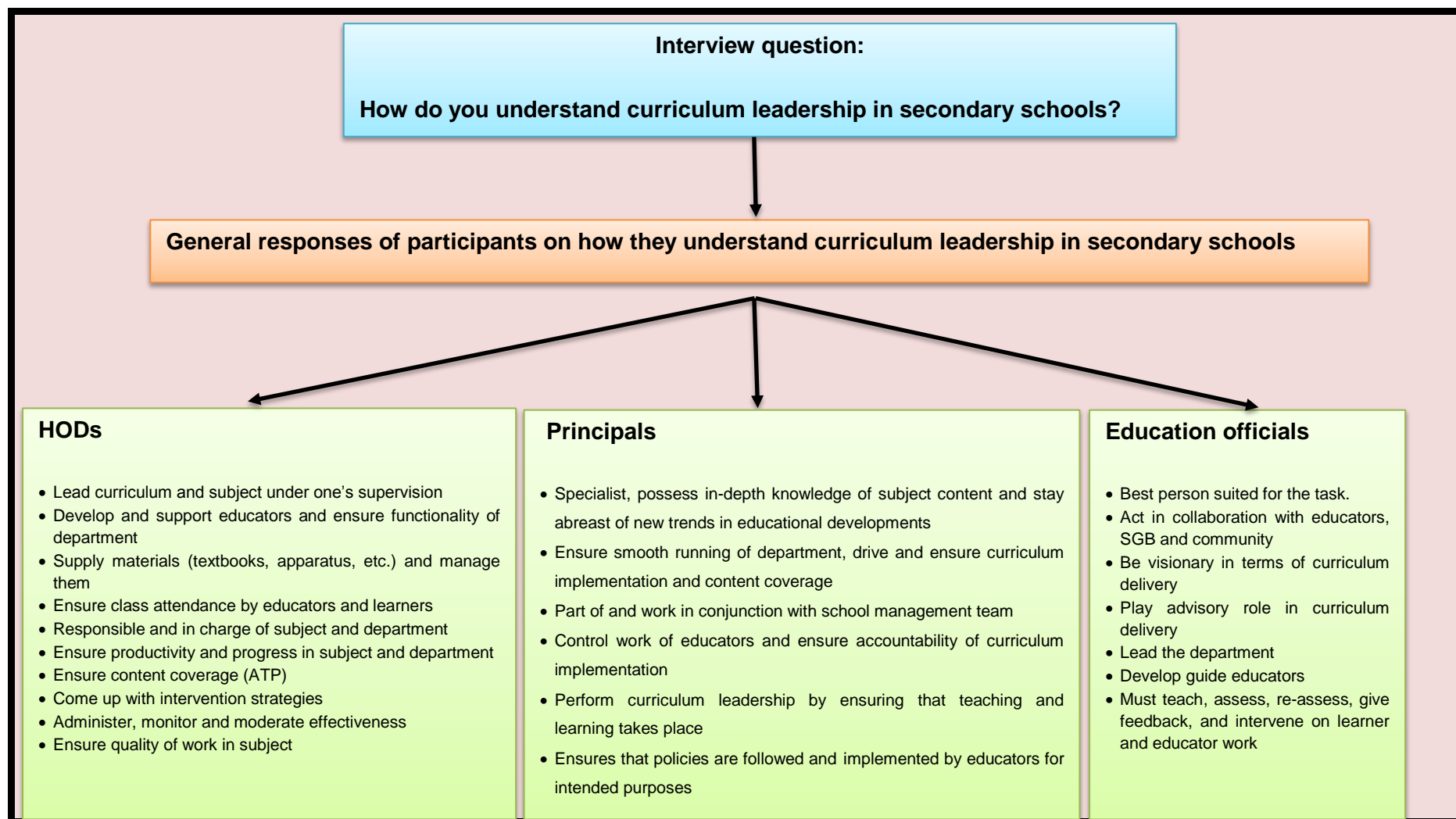
Managing conflict is the tenth code under the category of the concept of curriculum leadership. A well organised HOD will always be able to avoid conflict among group members by being proactive and distributing resources equitably, and by creating a healthy working environment (Bambi, 2012; Osterman, 2012) (§ 2.4.2.2.5). HOD6 mentioned that the management of conflict and being a peacemaker is among the things that they do as leaders:

*“Conflict amongst others.” (S3, HOD6)*

There was only one response from the HODs on the matter of conflict management. The HOD mentioned that they had to manage conflict among the educators they lead, among other responsibilities. The issue of conflict management is very important as it would bring peace and harmony among the team members. There is therefore a great need for the HOD to be trained in such roles as the management of conflict (Albashiry et al., 2016); (Garcia & Maniago, 2018). Like many skills that the HOD must possess, conflict management is not innate, but is a skill that has to be developed through training.

The following section is a discussion about perceptions of HODs, principals and education officials on the concept of curriculum leadership as depicted below (Figure 5.2).

**Figure 5.2 – Perceptions of HODs, principals and education officials on the concept of curriculum leadership**



#### 5.2.1.1.11 Perceptions of HODs on the curriculum leadership

During the literature review, perceptions of HODs and principals on what curriculum leadership entail were extrapolated on. According to Thorpe and Bennet-Powell (2014), the main role of HODs in curriculum leadership is to raise curriculum performance and achievement of learners and educators. The defining of the concept of curriculum leadership adopted for this research is a combination of Thorpe and Bennet-Powell (2014) view on curriculum leadership above, and Ornstein and Hunkins (2013) who define curriculum as all activities that take place in a school for the purpose of learning, including all learners' experiences which are planned and documented with the intention of developing the learners' general knowledge and skills (§ 2.2). The focus is not only on learners but also on educators and the schooling environment. The working definition of curriculum leadership for this research is therefore: *the leadership and management of all activities that take place in a school for the purpose of teaching and learning, including all learners' and educators' experiences within the schooling environment which are planned and documented with the intention of developing the learners' general knowledge and skills* (§ 2.2). Seobi and Wood (2016) and Manaseh (2016) mentioned some commonalities in how HODs perceive curriculum leadership (§ 2.8.1). During the data analysis, the researcher compared the participants' responses to the general perceptions of HODs on curriculum leadership stated above. The responses below are from the interviewed HODs.

The HODs are expected to lead curriculum implementation and the subject under their supervision. The curriculum leadership roles of HODs were discussed fully in chapter two. Curriculum leadership entails facilitating and managing processes such as strategizing, learning and teaching, accountability, monitoring and evaluating the curriculum, learner and educator performances, and so forth (Brundrett & Rhodes, 2014). Less than half of the respondents asserted that they perceived curriculum leadership as leading the curriculum and the subject or subjects which they supervised. These were some of their responses:

- "... I must lead the curriculum or the subjects that are under my supervision" (S1, HOD1).
- "My general understanding of HOD is that of being responsible and in charge of the subject and department". (S2, HOD3)
- "... Making sure that teaching and learning is taking place properly". (S6, HOD11)

Some of the HODs, like the three whose responses were quoted above, perceived that curriculum leadership entailed leading the curriculum and the subjects under their supervision (§ 2.4.2.2.1). While a few of the HODs did not perceive leading the subject as

curriculum leadership, it is a fact that they should lead the curriculum and the subjects they are responsible for (Bambi, 2012; Manaseh, 2016; Ogina, 2017). The HODs must make sure that teaching and learning takes place properly (Albashiry et al., 2016). Some HODs responded by mentioning that they understood curriculum leadership as the development and support of educators and ensuring the functionality of their departments.

HODs not only feel that they have to lead and supervise the curriculum. They also perceive curriculum leadership as developing and supporting educators (Smith, et al., 2013) in the quest of ensuring functionality of the department (§ 2.4.2.3). The HOD must be in possession of the latest knowledge and skills of trends in education in order to share with their educators in the form of development and re-skilling, like during the implementation of new curriculum like CAPS (Mercer, et al., 2010).

- *“... to support educators in the department in terms of the content and... make sure the department is functioning...” (S1, HOD2)*
- *“... and to develop them” (S4, HOD7)*
- *“... by also developing them...” (S4, HOD8)*

The perception of HODs on curriculum leadership is that they are supposed to develop the educators in their departments for better curriculum implementation and better learner performance (Ogina, 2017). It would be difficult for HODs to develop others when those same HODs have not been trained to do so (Ghavifekr & Ibrahim, 2014). For departments to function, they need to be supplied with teaching and learning support materials (LTSM).

For concrete learning to take place, learners need learning materials (LTSM) to work with, and educators need aids and apparatus to assist them in concretising the new knowledge they want learners to obtain. It is in that light that a number of HODs felt that curriculum leadership also entails the supplying and management of LTSM.

- *“... supporting them with everything that they need” (S4, HOD8)*
- *“... supply them with relevant tools, ...” (S3, HOD5)*
- *“... as HOD one must see to it that the subject, that each subject has materials. Materials like textbooks ... like apparatus, in learning...” (S1, HOD2)*

The HODs also perceived supplying materials to their educators as part of curriculum leadership. They felt that if they supplied educators with the relevant tools and materials, like textbooks and laboratory apparatus, it would constitute curriculum leadership on their part.

Making sure that the educators in their department do not struggle with materials to do their work is seen as curriculum leadership, because if educators do not receive the materials, they may fail in implementing the desired curriculum. The HODs also mentioned that they perceived curriculum leadership as making sure that the learners are taught as intended.

Ensuring class attendance was perceived by the HOD participants as curriculum leadership (Albashiry et al., 2016; Ogina, 2017). According to a few of the HOD respondents, curriculum leadership is when the HODs manage to make educators attend their classes as scheduled on the time table (§ 2.4.2.2.1). According to Seobi and Wood (2016) it should be noted that it does not mean that when educators are in class that it translates to teaching and learning, as they may be busy with activities other than teaching. It is therefore very important for the HOD to oversee the attendance of classes by educators. The HOD must visit classes and check on educators' and learners' work.

- *"... conducting class visits." (S2, HOD4)*
- *"... to see to it that educators attend classes..." (S1, HOD2)*
- *"... even doing the class visits..." (S3, HOD5)*
- *"... time table is followed by the educators..." (S6, HOD11)*

Class visits are not conducted for the fun of it or to tick boxes that the HOD has done so, but they are done to monitor the work of educators and learners and to ascertain coverage of the curriculum and implementation of curriculum policies and plans, like the CAPS and ATP, by following the school and class time-tables (Seobi & Wood, 2016). The HOD therefore needs to be trained and developed in classroom visits to be able to know when to intervene when educators need assistance (Ogina, 2017). The HOD must also be able to model lessons to demonstrate to educators, particularly novices, on how to plan and present a lesson (Manaseh, 2016). There were also responses by some HODs that they perceived curriculum leadership as being responsible and being in charge of the subject and department.

According to a few of the HODs, curriculum leadership entails being responsible and in charge of the department they are heading. Manaseh (2016) declares that HODs must own up to learner performance and take full responsibility and accountability of what happens within their departments (§ 2.4.2.2.1).

- *"... you as HOD got people working under you..." (S5, HOD9)*
- *"... be in total control of the curriculum of your department..." (S2, HOD4)*

- *“... make sure that the department is functioning (functional)...” (S1, HOD2)*

Being in charge of the subject forms a great part of the HODs’ day-to-day activities (Bambi, 2012; Grootenboer et al., 2015; Manaseh, 2016). The HOD has a group of educators working under them in their departments and they must make sure that the educators are well resourced and trained, and that they understand what they are supposed to do in order to make curriculum implementation a success. It is therefore important that the HOD must receive on-the-job training on the management of their subject in order to maximise the learner and educator performance (Albashiry et al., 2016; Manaseh, 2016). Being in charge should translate to productivity and progress in the department and learner performance.

Bambi (2012) asserts that the HOD has an obligation to ensure academic progress of their department (§ 2.4.2.2.3). According to the perceptions of one of the participants, it is the duty of the HODs to ensure that there is productivity and progress in the subject and department.

Only one HOD mentioned that they have to ensure productivity in their department (Bambi, 2012).

- *“... as HOD I ensure productivity in the subject... I ensure progress of the subject...” (S2, HOD3)*

It was a bit amazing to hear from only one HOD, as one would think that HODs were made aware during appointment that they would be responsible for the performance of their own departments and subjects. It therefore calls for training for HODs so that they are aware that they are responsible for whatever happens in their departments (Seobi & Wood, 2016; Smith, et al., 2013). Progress within the subject can be realised only when the content and syllabus is covered.

The HOD must constantly check the educators’ work and files for compliance and curriculum coverage (Ogina, 2017; Seobi & Wood, 2016). Most of the HODs mentioned that coverage of the learning content is vital if schools and departments are to realise progress and high achievement levels (§ 2.4.2.1). HODs perceived monitoring of the use of annual teaching plans (ATP) to cover the syllabus as curriculum leadership.

- *“... ensure that the content is covered as per the dictate of the annual teaching plan...” (S2, HOD3)*
- *“... I check whether the educator is in line with the annual teaching plan...” (S3, HOD5)*
- *“... basically curriculum coverage...” (S4, HOD7)*

- *“... they should also make sure that (the) syllabus is covered...” (S6, HOD11)*

HODs use monitoring plans, work schedules and ATP to check for compliance and coverage of the curriculum and syllabus (Albashiry et al., 2016; Ogina, 2017). The HOD has to be developed and trained in how to use the instruments and detect areas that educators may not have covered or are having difficulties in teaching, by monitoring the educators’ and learners’ work (Leithwood, 2016) and by moderating the assessment activities given to learners (DBE, 2009a; DoE, 2005). Intervening is also perceived as part of curriculum leadership by some of the participants.

The HOD must be alert of learner and educator performances and always be ready to come up with intervention strategies where there are indications of poor performance (Ogina, 2017; Wiles, 2009). Not all learners achieve the same results in their first attempt. It is therefore important that the HODs encourage educators to develop intervention strategies to assist the learners to perform (§ 2.4.2.1). Two respondents perceived intervention strategies as curriculum leadership:

- *“... The intervention strategies involve re-teaching of the subject matter...” (S2, HOD3)*
- *“... Intervention between the educator and learner...” (S1, HOD1)*

In the event of learners not performing, the HOD must intervene to make sure that the learners achieve the intended outcomes. The HOD does not intervene haphazardly, but has to do it strategically. The HOD has to consult with the educators, learners and parents of the learner. It takes great effort and skill to do so. It is consequentially important for the HOD to receive some form of training on intervention of learner performance and progression. While only two of the HODs perceived intervention strategies as curriculum leadership, the low frequency of responses suggested that there was a need for training in learner intervention strategies. For all activities to be carried out successfully and effectively there needs to be precise administration, monitoring and moderation.

Most HODs considered the combination of administration, monitoring and moderation activities as curriculum leadership (§ 2.4.2.2.5). The HODs have to develop monitoring and moderation tools which they use to control educators’ work. The tools have to be filed for reference. Monitoring entails looking into educators’ work to ensure that the right content is offered for the right level or grade, that educators are actually teaching the intended curriculum, and whether the curriculum is covered as per the prescripts of the ATP (Bambi, 2012; Manaseh, 2016; Ogina, 2017; Wiles, 2009). Through moderation, the HOD has to ensure that the assessment activities are of good quality and of the right quantity as

discussed in 5.2.1.1.10 below. Moderation also entails ensuring that the marking is standardised and learners are accorded the right marks for the submitted work.

- *“To monitor the curriculum... and moderate...” (S1, HOD1)*
- *“... again the role that an HOD plays is that of monitoring educators’ work and moderating tasks...” (S2, HOD3)*
- *“... the HOD of the department administers, monitors, and moderates the effectiveness of the curriculum coverage...” (S5, HOD5)*
- *“monitoring, moderation, yeah” (S4, HOD7)*
- *“The HOD has to do monitoring of educators’ work” (S6, HOD11)*

The HODs use monitoring and moderation tools to check if educators comply with the stipulations of the curriculum in terms of the coverage and pace of implementation of all the aspects and areas of the syllabus (Albashiry et al., 2016; Ogina, 2017). There is a need for HODs to be trained in the use of monitoring and moderation tools, how to assist educators who encounter difficulties in implementing the curriculum (Leithwood, 2016) as well as moderating the assessment activities given to learners (DBE, 2009a; DoE, 2005). Through the monitoring and moderation of learners’ and educators’ work, the HODs ensure quality of work in the subject or subjects and the department they lead.

Ensuring quality of work in a subject includes the process of collecting, analysing and interpreting information that will help stakeholders to understand the performance of the learners and to assist in decision-making on how best the curriculum objectives can be achieved (DBE, 2009a) (§ 2.4.2). In the quest for quality of work, the HOD looks at the type of questions used to assess the learners, and to look into the quantity of the work the learners have covered and have to be examined on (Bambi, 2012). The HOD has to perform pre- and post-moderation to assure that the educators give learners the correct quality and quantity of work, and also to check if marking and mark allocation was done according to the memorandum. The other quality assurance exercise carried out by HODs is that of monitoring, which was partly discussed in paragraph 5.2.1.1.9 above. Almost all the HOD respondents mentioned at least one way of quality assurance as recorded below.

- *“... monitoring and checking if the standard is high and the moderations are of quality. (Checking) If the work that is being written is of quality.” (S3, HOD6)*
- *“Okay I do pre-moderation and post (moderation)”. (S4, HOD7)*

- *“... have to moderate to see if they did mark correctly according to memorandum, yes... check the marking as well as the mark sheets if they have recorded accordingly from scripts to the mark sheets...” (S6, HOD11)*
- *“... controlling tests and moderating them.” (S3, HOD5)*

The quality of education depends largely on how it is implemented and managed. The HOD plays a huge role in ensuring that the quality of education offered to learners is of acceptable quality and meets the set national and international standards (Leithwood, 2016; Ogina, 2017). The HOD ensures quality of teaching and learning by being hands-on by with monitoring and controlling educators' work through class visits, moderating learners' work and analysing learner performance (Manaseh, 2016). The HODs need to be developed and trained in carrying out this important function of quality assurance. The discussions below focussed on the perceptions of principals on the concept of curriculum leadership.

#### **5.2.1.1.12 Perceptions of principals on the curriculum leadership**

Principals in schools have particular perceptions of how HODs should lead the curriculum. This is born out of personal vision and goals of the principals, the organisational aims and objectives and the expectations of the community. Principals have a vision of the type of learners their schools must produce, hence their perceptions on how HODs should lead the curriculum. The following sections are a discussion of how principals perceived the concept of curriculum leadership of HODs.

To be an HOD one has to possess an in-depth and expert knowledge of the subject or subjects they are heading or supervising (Fullan, 2015) (§ 2.4.2). HODs must be skilful in teaching the subject and content, must be skilful in assessment techniques and must also be abreast with the latest trends and developments in education and curriculum, e.g. the Curriculum Assessment Policy Statements in South Africa (Jaca, 2013a) (§ 2.5).

- *“To me HODs are specialists. They've got the in-depth (knowledge) of the subject hence they've been (they are) called curriculum specialists” (S6, P6).*
- *“... must know the content...” (S1, P1).*
- *“... have to know a lot about the curriculum...” (S4, P4).*

It was not surprising to hear that half of the principals had a view on the issue of possession of expert knowledge of the subject, skilfulness in assessment and teaching techniques and awareness of latest trends and changes in education in their responses on the issue of curriculum leadership.

Principals viewed the HOD as the driver of the curriculum who must therefore oversee its implementation.

Bambi (2012), Manaseh (2016) and Ogina (2017) agree that HODs are responsible for the planning, organising, coordinating and controlling of all curriculum activities within their departments (§ 2.4.2.2.5). According to the principals the HODs are responsible for controlling mark sheets and schedules, attend to time tables and other school, management and leadership routines (Ogina, 2017). Below are some of the principals' responses.

- *"... as HOD you must... drive the curriculum and make sure that things happen..." (S1, P1)*
- *"... I think the HOD must actually control the work of the educators... the HOD must make sure that they control the assessment of learners by educators" (S5, P5)*
- *"... you must do a pre-moderation and post-moderation..." (S2, P2)*

The principals perceived the HODs' curriculum leadership as driving the curriculum, controlling educators' work and performing pre- and post-moderation on learners' and educators' work to ensure quality of teaching and learning. It is a huge responsibility for the HODs and the need for training in ensuring smooth running of their department, driving and ensuring curriculum implementation and content coverage is not farfetched, but a necessity that would allow HODs to lead and manage their departments and the curriculum with ease. The HOD is part of the school management team, therefore being part of the decision-making of the school.

Shaked and Schechter (2017) and Ogina (2017) stated that apart from being expected to teach a subject, lead a subject or subjects and a department, the HOD serves in the school management team (SMT) (§ 2.5 and § 2.6). Although they are still part of the teaching staff, their roles transcend into general school leadership as they are part of the decision-making corps of the school and serve as assistants to the principals and deputy principals in one capacity or the other. Below are responses from two of the principals:

- *"... they serve in the school management team... they work together with the deputy principal..." (S6, P6)*
- *"... be aware of management issues... assist with administration... of duties in the principal's office" (S5, P5)*

By virtue of serving in the SMT HODs are strategically placed to lead the curriculum and involved in decision-making processes that affect the implementation of the curriculum of the whole school. The HODs would also find themselves having to write reports about

curriculum related matters, or act and make decisions on behalf of the principal when delegated to do so, or in the absence of the principal or his deputy. It is therefore crucial to develop the HOD in performing curriculum duties, like report writing, which would normally be the responsibility of the principal. One other perception that principals have of HOD curriculum leadership is that of being in control of educators' work and ensuring accountability.

Principals expect HODs to evaluate and monitor educators' work for curriculum improvement (DeAngelis, 2013) (§ 2.8.2). HODs are seen to be at the centre of curriculum implementation and are accountable for the improvement of learner performance through providing strategic direction, monitoring educators' work, and performing classroom visits and observations (Thorpe & Bennet-Powell, 2014) (§ 2.5.1). One principal responded in detail to what their perception was towards HODs' curriculum leadership:

- *“Monitoring the work of educators... checking the learners' work, checking the educators' work ensuring that the learners' work is marked... Analysis of results” (S6, P6)*

HODs check on learners' work and make sure that it is marked, correct marks are allocated and the results analysed to make decisions and intervene where necessary. The low frequency of responses from principals suggests that the principals do not take control and accountability by HODs seriously. It further suggests the importance of training and developing HODs on the control of educator work and ensuring accountability of curriculum implementation. The HOD must also see to it that teaching and learning takes place.

Principals feel that the HODs must ensure curriculum coverage by seeing to it that teaching and learning takes place as envisaged (§ 2.4.2.2.1). The HOD must constantly monitor educators' work, and among other things visit classrooms to check curriculum coverage and whether teaching and learning is actually taking place (Ogina, 2017). Most of the principals gave the following perceptions:

- *“... the HOD's responsibility primarily is to make sure that the academic activities are not frustrated in class and make sure that the educators teach...” (S6, P6)*
- *“... must make sure that the department runs...” (S1, P1)*
- *“... in order to cover this curriculum...” (S4, P4)*

Principals also perceived the HODs' curriculum leadership as ensuring the occurrence of teaching and learning, making sure that the department runs and seeing to the coverage of the curriculum (Albashiry et al., 2016; Algahtani, 2014). It is a huge responsibility that can

make or break the department's, or even the school's, performance if not approached with skills and tenacity. Due to its importance, ensuring teaching and learning takes place must be a skill that the HOD must be trained and developed in. The other way of assuring quality and ensuring that teaching and learning are taking place is by seeing to it that subject policies are followed and implemented.

HODs are policy conduits between their department and the SMT and the Department of Education (Stephenson, 2010). Apart from making sure that the policies are implemented, such as the national curriculum policy like the CAPS in South Africa, they also develop and adapt localised versions of the policies (Smith, et al., 2013) (§ 2.4.2.2.2). One principal perceived policy development and implementation as curriculum leadership, and he mentioned:

- *“... I already mentioned the subject policy, the assessment policy, the examination policy... you need to teach educators to run the exam (examinations)... you cannot implement things that are not in line with the school policy... heads of department must be able to know what policy must be used...” (S6, P6)*

Although policy implementation is very important for curriculum delivery, it was disappointing to see only one principal perceiving and mentioning this important aspect of the HODs' curriculum leadership. Policies are not only there for control purposes, but also to guide users in what is expected of them and what to avoid in order to make a success out of their implementation. It is therefore important for the HOD to be clear on what policies apply where and how to implement them. It requires constant training and development from those who develop them like national and provincial education officials.

Perceptions of HODs and principals were extrapolated upon and their quotes recorded verbatim in the preceding section. The succeeding section is a discussion and interpretation of the perceptions of education officials on the curriculum leadership of HODs.

#### **5.2.1.1.13 Perceptions of education officials on curriculum leadership**

Like the HODs and principals, the education officials had their perceptions on the curriculum leadership of HODs in secondary schools. The education officials perceived HODs to be the best people suited for the task of curriculum leadership in schools. They thought that the HODs acted in collaboration with educators, SGBs and entire communities for the management of the curriculum; that the HODs should provide vision in terms of curriculum delivery; perceived HODs to be playing advisory roles in the delivery of the curriculum; lead the department they are responsible for; develop and guide fellow educators; and also

perceived them as teachers of the subject, assessors, conduits of information in the form of feedback and intervene in learners' and educators' work where needed.

Leadership makes the most difference to learners' performance as leadership comes second only to classroom instruction (Leithwood et al., 2008) as noted in Ko et al. (2014). The notion is also supported by (Smith, et al., 2013) who stated that leadership in schools makes the greatest difference in learner progression as discussed in the literature review (§ 2.4.2.1). The two education officials responded respectively:

- *“The best person suited for the job... and must understand what is curriculum in the school”*. (AOB, EOB)
- *“... taking the lead in the assistance and ensuring that the curriculum policies are implemented accordingly.”* (AOA, EOA)

Both the officials perceived the HODs' curriculum leadership to be centred on the position the HOD occupied. They perceived that the HODs were well placed to lead the curriculum and had a better understanding (Brundrett & Rhodes, 2014; Javadi et al., 2017) of what the school curriculum entailed. The officials expected the HOD to take the lead in curriculum delivery and implementation (Jankowska & Martynoga, 2017a). Although the HODs do not receive formal training before assuming the position in South Africa (Shaked & Schechter, 2017), some form of training and development is necessary if the HODs are to make any success out of this important position of curriculum leadership. The education officials perceive the curriculum leadership of HODs to be that of collaborating with stakeholders.

According to the perceptions of the education officials, as curriculum leaders HODs are expected to encourage internal and external cooperation in the execution of their curriculum duties (Wiles, 2009) (§ 2.4.2.4). This cooperation and collaboration include, but are not limited to, those between HODs and educators, HODs and the school governing body (SGB) HODs and institutions of higher learning, and so forth.

- *“... guide the community through the SGB... guide the educators... guide the community of course”* (AOB, EOB)
- *“... you have got leadership skills that you will ensure that you guide others...”* (AOA, EOA)

It is very important to involve stakeholders like SGBs in the implementation of the curriculum, as they are the people who will assist in the procurement and supply of the LTSM, budget allocation, as well as encourage parents to participate in their children's education. The SGB is also strategically placed to influence the community in supporting the school and

educators, were the HOD is strategically placed to liaise with external bodies and stakeholders in terms of communicating curriculum matters. The HOD therefore needs training in how to communicate, share information and collaborate with stakeholders.

Guiding the stakeholders on the curriculum that may be taught in a particular community is a very important role that the HOD plays. It is with that in mind that one of the officials mentioned that they perceived the curriculum leadership of HODs to be advisory in relation to curriculum delivery (Thorpe & Bennet-Powell, 2014). According to the official, an HOD advises the community on curriculum matters through the SGB, who represent the community and the parents of learners in the school (Wang & Shen, 2017). The official said:

- *“... most importantly to guide...the community... through the SGB... this curriculum fitting our area...” (AOB, EOB)*

It should be pointed out that advising on the curriculum to be followed by the entire community is not an easy thing (Smith, et al., 2013). It means there must first be research conducted to get an idea of which skills the community lacks and which industries would require those skills. In doing so, one needs an in-depth knowledge of the community, industry and the type of learners the school produces (Zhao, 2010). It would be very important for the HOD to possess research skills which are a product of continuous training and development (Bouckaert & Kools, 2018). The officials also perceived HOD curriculum leadership as being the leader of a department.

The HOD is perceived to lead their department in the implementation of the curriculum by at least one of the education officials (Bambi, 2012; Seobi & Wood, 2016; Wiles, 2009). The official alluded to the importance of HODs being the responsible persons for the successful performance of the departments they head:

- *“... is to lead...a particular department.” (AOA, EOA)*

Like the HODs and principals, one of the officials also perceived the HODs to lead a particular subject department (Harris & Jones, 2017). It is noteworthy that all categories of participants consistently mentioned this aspect. It also showed how important the position of HOD was and how strategically it was placed to lead curriculum implementation. The need for training for HODs can therefore never be disregarded (Fullan, 2015). The HODs are also expected to develop the educators under their supervision.

HODs are direct supervisors of educators and are expected to train them constantly to match up with the latest development in education and curriculum changes (Ghavifekr & Ibrahim, 2014). They also have to evaluate and appraise educators (§ 2.4.2.3).

- *“... training my educators... for me that is very important thing, training my teachers how to teach ...” (AOB, EOB).*
- *“... assist in bridging up the gaps in terms of knowledge of the subject.” (AOA, EOA)*

Both the officials agreed that they perceived the curriculum leadership of HODs to entail training of educators on matters related to curriculum implementation (Ghavifekr & Ibrahim, 2014). It should also be remembered that the HODs ability to train and develop others relies heavily on the training they themselves received in preparation to being better trainers later in their carriers (Ghavifekr & Ibrahim, 2014; Mercer, J. et al., 2010; Smith, et al., 2013). To perform their curriculum responsibilities, HODs must be skilful in assessing learners and giving feedback.

The HOD is the official in the school directly entrusted with the important work of assessment (Bambi, 2012), giving feedback (Wang & Shen, 2017) and intervening in both the learners and educators’ work.

- *“To guide in terms of assessment...it means re-assessment, it means feedback...the reporting...” (AOB, EOB)*
- *“... teach the subject...forms of assessment...follow the Bloom’s Taxonomy...” (AOA, EOA)*

A skill is particular ability and specialised knowledge gained after training or spending some time in the work space (Dadzie, Sibarani, Novalija & Scerri, 2018). In executing their curriculum leadership, HOD are perceived by education officials to be skilful in assessing learners and giving feedback on the work of learners and educators. The fact that this is a special ability that the HOD must possess, it is imperative for the HOD to receive training and development in order to develop and possess such a skill.

Apart from the perceptions by various participants on what curriculum leadership entails, HODs also have roles that they perform on a daily basis. The roles as mentioned by the HODs, principals and education officials are analysed, discussed and recorded verbatim in the preceding discussions.

#### **5.2.1.2 Roles and responsibilities of HODs as perceived by the HODs, principals and education officials**

Roles and responsibilities of HODs is category two of the theme on the current nature, content and structure of the leadership curriculum training programmes for HODs in secondary school as depicted in Figure 5.2 and paragraph 5.2. In their definition of roles Bouckaert and Kools (2018) quoted Lunenberg, Dengerink and Korthagen (2013, p. 6) who

postulated that roles are “interpretations of a position based on a expectations from the environment and on a systematically organised and transferable knowledge base”. Acceptance of obligations to satisfactorily perform certain tasks is a responsibility (McGrath & Whitty, 2018, p. 11). There are expectations and obligations to perform certain tasks from the two definitions. To minimise confusion in this research, the terms roles and responsibilities were used interchangeably.

It is universally acknowledged that the HOD is part of a group of personnel in a school who are key agents and are tasked with the roles and responsibilities of administering, managing and leading curriculum implementation (Bennett et al., 2007; Thorpe & Bennet-Powell, 2014), as discussed in the literature review (§ 2.4.1 and 2.8). During the data analysis on the roles and responsibilities of HODs as curriculum leaders, seven broad roles and responsibilities emerged. The roles, as perceived by the HODs, principals and education officials, were analysed separately and later cross-referenced. It was interesting to discover that from all the participants, these seven broad roles and responsibilities emerged. There were no deviations that made much of difference and they were grouped under the seven broad roles. These broad or general roles and responsibilities analysed were:

- Curriculum related roles
- Administrative roles
- Personnel management roles
- Resource management roles
- Collaboration, liaison and stakeholder involvement role
- Extra- and co-curricular involvement role
- Leadership roles

Due to the generalisation of the roles and responsibilities and the apparent similarities from the participants’ perception on the roles and responsibilities of the HODs, the participants’ responses were discussed simultaneously, starting with the HODs, then the principals, followed by the education officials last. Due to the cumbersome nature of the data sourced from the responses of the participants and to save space and time, four responses from the HODs, two from the principals and two from the education officials (where both have responded) were recorded on each code due to their appropriateness and relevance. It should further be kept in mind that the aim of this research is to explore the current nature,

content and structure of the HODs' curriculum leadership training programmes in secondary schools. It was therefore not in the interest of this research to discuss each and every piece of information revealed in the data analysis based on the roles played by HODs in detail, as that would derail the researcher from the intended aims.

The first roles discussed were curriculum related.

#### **5.2.1.2.1 Curriculum related roles**

The first code to be discussed under the category on roles and responsibilities of HODs as per theme one and the main research question, was 'curriculum related roles' (§ 1.6.2). The code also responded to sub-research question one and research aims one and two (§ 1.6.3 and § 1.6.4).

All participants agreed that the HOD has the responsibility of being in charge of a subject department. The participants said the HOD is required to be in charge of the department they head (Bambi, 2012). The HODs must take full responsibility of learner and educator performance (Manaseh, 2016). In their responses the HODs mentioned:

- *"... in charge of the... department." (S2, HOD3)*
- *"... involve all the educators that belong to my department in all aspects of curricular." (S5, HOD7)*
- *"... you as HOD got people working under you..." (S5, HOD9)*
- *"Making sure that teaching and learning is taking place properly." (S6, HOD11)*

The principals also said the following on a HODs' role and responsibility of being in charge of the department:

- *"... must make sure that the department runs..." (S1, P1)*
- *"... the HOD's responsibility primarily is to make sure that the academic activities are not frustrated..." (S6, P6)*

The education officials also had some comments on the matter:

- *"... to firstly lead the department..." (AOB, EOB)*
- *"ensuring that the curriculum is implemented according to plans, objectives and are reached accordingly." (AOA, EOA)*

The HODs also have to ensure learner performance and progress (Ogina, 2017, pp. 224-230) (§ 4.2.1).

- *“... as HOD I ensure productivity in the subject... I ensure progress in the subject...” (S2, HOD3)*
- *“...assist the learners accordingly...” (S1, HOD2)*
- *“... ensuring learning and teaching takes place... also assist learners.” (S6, HOD12)*
- *“...and also checking learners if they are doing what they are supposed to do.” (S4, HOD8)*

The principals agreed that the HOD must ensure learner performance and progress of learners:

- *“... checking what teachers are doing in class... check if teachers are doing the relevant thing...” (S4, P4)*
- *“... make sure that they control the assessment of learners by educators...” (S5, P5)*

The education officials responded:

- *“... forms of assessment that is being done at school... ensure that curriculum is implemented...” (AOA, EOA)*
- *“... to achieve better performance then the curriculum must be a priority for us.” (AOB, EOB)*

One of the curriculum roles performed by the HODs is that of monitoring and' moderation of educators and learners' work. There must be pre- and post-moderation on the work the learners are to write on. It is done to determine the quality of work to be written and determine the level of performance of learners, as well as the quality of marking once the learners have written the exam or done the activities. The HODs indicated the following in their responses:

- *“Pre-moderation is where I check the question paper immediately after the teacher (has) set the question paper.” (S4, HOD8)*
- *“Monitoring the curriculum coverage, controlling tests and moderating them.” (S3, HOD5)*
- *“... again the role that an HOD plays is that of monitoring educators and moderating tasks...” (S2, HOD3)*
- *“I monitor lesson preparations.... Teachers are teaching according to the annual teaching plan...according to a work schedule and teachers are giving learners work and the quantity*

*of work. I check whether learners are really writing, giving feedback to learners, if learners are writing tests, exams, formal and informal work.” (S1, HOD1)*

The same sentiments on monitoring and moderation were shared by principals who had responded in the following ways:

- *“Must be able to monitor... must moderate...” (S1, P1)*
- *“... monitoring and moderation must be done ... they will be able to ... know what is happening in the classroom.” (S2, P2)*

One of the education officials also agreed that the HODs must be able to monitor and moderate as part of their roles and responsibilities:

- *“The head of department must moderate ... assisting and ensuring questions that are being asked ... follow Blooms Taxonomy ... are balanced...” (AOA, EOA)*

HODs agreed that they must be able to plan, follow existing plans and advise others on the importance of planning and working according to plans in order for their work to be carried out systematically.

- *“Yeah, I have my own plans ... make sure educators are following my plans...” (S1, HOD2)*
- *“... you have to ensure that the content is covered as per the dictate of the annual teaching plan ... ensure that ... monitoring and moderation plan are being followed.” (S2, HOD3)*
- *“You plan, lesson preparation, you prepare daily ... prepare lesson plans yes on paper ... come up with subject improvements plans ... check again on those plans.” (S3, HOD6)*
- *“Yeah we plan together ... We plan a lot of things together.” (S4, HOD7)*

School principals agreed that the HODs' curriculum roles included that of planning and using other existing plans like the annual teaching plan (ATP):

- *“Annual teaching plan ... They use it during their lesson presentation teaching in order to cover this curriculum...”*
- *“... I must have that recovery plan even agreed upon the teacher and the HOD.”*

Education officials were also in agreement that planning is part of the HODs' roles and responsibilities, and that they follow plans to implement the curriculum. The officials' responses also pointed out that it is the responsibilities of HODs to oversee the implementation of such plans:

- *“... guide others in ensuring that curriculum is implemented according to plans, its objectives are reached accordingly ... annual teaching plan ... to ensure that the prescribed annual teaching plan at the school level is implemented according to the dates given...” (S6, P6)*

For the HOD to really know what the educators are doing in class they must conduct classroom visits and do lesson observation in order to ascertain that the quality and quantity of the planned curriculum and teaching is implemented (Ogina, 2017). Classroom visits and lesson observations will also assist HODs in checking and controlling syllabus coverage for each subject they head. HODs themselves were unanimous in their responses:

- *“... get there take learners’ books, go to class, do class visits.” (S1, HOD1)*
- *“Conducting class visits.” (S2, HOD4)*
- *“... even doing the class visits ... checking the files of educators’ against the learners’, checking the mark sheets and the mark allocations in the question papers.” (S3, HOD5)*
- *“... class visits ... after visiting this class ... there must be a feedback to that teacher...” (S6, HOD11)*

The principals also agreed that the HODs had to conduct class visits and do lesson observations:

- *“... through the class visits the HOD will be able to get that this person is prepared and is teaching from prepared lesson...” (S1, P1)*
- *“... Yeah they have to go to class visits.” (S4, P4)*

Surprisingly, there were no responses on the matter from either of the education officials.

For the schooling activities and curriculum implementation to be effective, HODs and the entire school rely on the discipline of learners. Well-behaved learners will assist the school in achieving its objectives and vision. If the learners behave poorly, reaching the school’s objectives and realising its vision may be in vain. The HOD must use the learner code of conduct and other means like the hidden curriculum to instil discipline. The hidden curriculum refer to those sets of behaviour that learners learn from the educators through observation, like etiquette, dress code, self-grooming and human relations, to mention but a few (Ness & Lin, 2013).

- *“We experience the issue of discipline in the schools.” (S1, P1)*
- *“... discipline amongst learners. How do they carry themselves and how should they engage more in learning and achievement.” (S2, HOD3)*

- *“...ill-discipline, it's very alive here.” (S3, HOD6)*
- *“... you are not allowed to chase learners out during the lesson you can only maybe discipline them during breaks or after hours...” (S4, HOD8)*

Principals also agreed that the HODs have the responsibility to grapple with the discipline of learners, particularly within their departments and where they are directly concerned. This discipline is not inclusive of whole school discipline where the principal is also involved.

- *“... she deals with the discipline of learners ... the most important thing for HODD's is to instil discipline and respect in the learners...” (S5, P5)*
- *“... I think as head of a department ... you must know discipline in the class...” (S2, P2)*

Only one of the education officials agreed that the HOD is responsible for learner discipline in their department:

- *“... it is also important that the head of the department should also guide educators on what are the means of discipline regarding learners.” (AOA, EOA)*

Educators and learners need to be motivated and inspired to do their work (Manaseh, 2016; Ogina, 2017). It is the responsibility of the HOD to do so in order to maximise the performances of both the learners and educators (Grootenboer et al., 2015; Gurr & Drysdale, 2012; Seobi & Wood, 2016). It was, however, worth noting that only a third of the HODs mentioned that they do motivation in their departments. One of them preferred to use outside professionals or alumni to do so, while the others preferred doing so themselves or internally.

- *“Yeah learner motivation. Normally I get people from outside. Our learners do understand more in a strange face so motivation from outside...” (S2, HOD3)*
- *“Sometimes I do motivational speaking ... speak to them ... a little bit of motivation about the jobs...” (S5, HOD9)*
- *“... as a leader you need to motivate your fellow educators...” (S6, HOD11)*
- *“To become a leader you must be able to inspire and motivate.” (S6, HOD12)*

The principals never mentioned motivation or inspiration as a role the HODs performed as curriculum leaders. There was only one mention of motivation as an HOD's role and responsibility from the education officials' side.

- *“... in terms of the curriculum leadership the expected head of the department is supposed to guide, is supposed to give a motivation...” (AOA, EOA)*

Even though the same sets of activities may be given to the same learners, their performances would never be the same, due to their levels of comprehension and intellectual abilities. There will be different levels of achievement even for the same tasks. HODs are responsible for intervention where learner performance is lower than the expected outcomes or norm.

- *“Calling the parent to discuss the performance of the learner. Intervention between the educator and the learner, the learner is not performing and get the information why the learner is not performing...” (S1, HOD1)*
- *“... challenges of poor performances and interventions.” (S2, HOD4)*
- *“We discuss assessment even intervention.” (S3, HOD5)*
- *“... do intervention with them it really makes a lot of difference to this learners...” (S4, HOD7)*

One of the most important curriculum leadership roles that the HOD plays is to teach a subject through which they can demonstrate their expertise.

- *“... I'm having five classes that I must teach everyday ... I teach Physical Science.” (S3, HOD5)*
- *“... I'm teaching. Currently I'm teaching Accounting ... grade 11 and 12...” (S4, HOD8)*
- *“... I have five classes ... I'm going to teach the whole day...” (S1, HOD2)*
- *“... the HOD is also responsible for teaching ... I'm teaching grade 10 up to 12...”*

School principals agree that HODs should teach a subject to demonstrate their knowledge to the educators and help the educators improve in teaching the subject:

- *“I go to the class I teach, I have my class that I'm teaching...” (S1, P1)*
- *“... teaching a subject.” (S5, P5)*

The education officials agreed that the HOD must teach a subject:

- *“... the head of department must teach a subject...” (AOA, EOA)*
- *“... they have to teach ... policy dictates the particular percentage they have to teach...” (AOB, EOB)*

As curriculum leaders, HODs are actually overseeing the implementation of the curriculum. It is an enormous responsibility, one which requires some level of training and development. Given the situation in South Africa where there is no formal preparation for one to become an HOD, there is a great need for a curriculum leadership training programme for HODs wherein they will be trained and developed to lead the curriculum implementation of their departments.

The second role that HODs play is that of being an administrator.

#### **5.2.1.2.2 Administrative roles**

‘Administrative work’ is the second code of the category on roles and responsibilities of HODs and is one of the roles performed by HODs in the execution of their work. There are a number of administrative duties they have to do on a daily basis (Fullan, 2015) (§ 2.4.1). These include, but are not limited to, report writing; result analysis; compiling and signing of final mark sheets and mark schedules; drawing up time-tables; setting and typing of question papers; controlling the class and summary registers; receiving, distributing and filing memos and circulars; copying, distributing and filing policy documents; be in charge of learner admission register; and so forth. The HODs had the following to say about administrative roles.

- *“... and again administrative ... all administrative roles except from teaching...” (S3, HOD6)*
- *“I do have a book ... I fill up forms ... then I write comments...” (S4, HOD7)*
- *“There’s always analysis of results for each subject” (S6, HOD11)*
- *“Writing the reports and recommendations for your findings ... pre- and post-moderations reports...” (S2, HOD4)*

A number of principals also acceded that the HODs perform some administrative work:

- *“... analyse the results, calculate the averages...” (S6, P6)*
- *“Check whether the teacher has marked fairly ... whether the teacher’s file and the learners’ file ... are correlating.” (S4, P4)*

The education officials mentioned the following:

- *“... the analysis of the results on a quarterly basis...” (AOA, EOA)*
- *“... as the leader that means you must have all the reports from all the units, consolidate them...” (AOB, EOB)*

Administration takes a large part of the HODs work as they have to record, write reports, file, analyse and share information with other stakeholders. The HOD needs to be well aware of which information to record where, whom to share it with and when. The HOD must therefore be made aware of all the important aspects of administration through constant in-service training and workshopping. HODs are also tasked with managing the groups of people they head, which is a challenge in itself as they must know how to manage people.

### 5.2.1.2.3 Personnel management roles

The third code of the category on roles and responsibilities of HODs is that of personnel management. HODs are in direct supervision of educators and are in contact with them on a daily basis (§ 2.4.2.3). Their proximity to the educators leads to some form of interaction (Ghavifekr & Ibrahim, 2014; Ogina, 2017). Apart from appraisal, evaluation and training, the HOD had to assist the educators to develop professionally (Smith, et al., 2013). During the interviews, the participants revealed that some of the personnel management roles played by HODs included, among others: advising the principal on the placement of educators and the allocation of subjects through analysing the educator's strengths and weaknesses; developing and training educators on curriculum matters; coaching, motivating and mentoring; orientation and induction; delegation, discipline and dealing with educator unions.

- *"... induction of new teachers..." (S3, HOD5)*
- *"... allocation of subject to the teachers..." (S6, HOD11)*
- *"... we induct them ... develop them..." (S4, HOD7)*
- *"Conflict among others ... sometimes labour related issues ... refer those to unions..." (S3, HOD6)*

Principals also conceded that the HODs can recommend to them which subject should be allocated to which educators.

- *"... they must know their teachers ... how many teachers they have ... teaching what subject, what grade ... to allocate correctly ... HOD must allocate the subjects to the teachers and recommend to the principal on the allocation ... he must always advise the principal ... to recommend the relevant person to teach the exact classes ... it's because me as the principal who must allocate..." (S1, P1)*
- *"... build capacity among educators ... ensure that there are teachers for learners in their department and teachers are being allocated the subjects according to their specialisations..." (S6, P6)*

The education officials also had ideas on how HODs should be personnel managers in their own right:

- *“... understand the weaknesses of your teachers ... in terms of development ... For me the most important role that the departmental head must play is to be a resource person ... being able to coach ... being able to be exemplary ... coach them not only about their subject but ... about the labour law...” (AOB, EOB)*
- *“... head of the department is supposed to guide, is supposed to give a motivation, is supposed to intervene where there are challenges...” (AOA, EOA)*

Dealing with personnel is not an easy task which the HOD must perform. It is challenging, as the HOD has to deal with skills development of educators, their emotions, as well as personal and professional being. The HOD is required to deal with the induction of new personnel, allocate subjects and classes to educators, intervene and resolve conflict and also create a harmonious working environment. It is therefore essential that the HOD receives training and development in personnel management and human relations.

The HODs are also expected to play the role of providing resources.

#### **5.2.1.2.4 Resource management roles**

‘Resource management role of HODs’ is the fourth code of the category on roles and responsibilities of HODs, as perceived by the participants. As the head of a department, the HOD is expected to be a resource provider and manager (§ 2.4.2.2.5). The HOD, in the quest to have a functional and productive department, must always provide materials, apparatus, textbooks and other related equipment to their educators to yield the required results in order for them to perform at their optimum best (Lárusdóttir & O’Connor, 2017; Manaseh, 2016). The role is not only about the provisioning of the vital resources, but also about their acquisition, distribution, maintenance, retrieval and safekeeping. Among these vital materials, equipment and apparatus are learner support materials (LTSM) such as textbooks, laboratory apparatus, supporting documents like study guides and other materials used by educators and learners (Bambi, 2012; Osterman, 2012). It was also revealed in the literature review (§ 2.4.2.2.6) that the HOD is also involved in budgeting and procurement of such materials (Gurr & Drysdale, 2012) where they exercise the planning, organising, coordinating and controlling of such resources. Although it was also evident in the literature study that there was no coordinated or sufficient training for the execution of such delicate responsibilities, the HOD respondents had the following to say:

- *“... as HOD one must see to it that the subject, that each subject has the material. Material like textbooks, all learners must have those textbooks. The resources like apparatus in learning, I must see to it that they are there.” (S1, HOD2)*
- *“... since last year I encourage the teachers to retrieve every term and get them back... it's working ... there are less shortage than before...” (S4, HOD7)*
- *“Give the textbooks ... try to make sure that they share or if there's enough for each give them and record so that next, at the end of the year you will retrieve the books according to the records that you have.” (S6, HOD11)*
- *“I think as a manager of my department I also have to ... put the needs of my department into perspective ... teaching aids ... do requisitions ... and so on.” (S4, HOD9)*

In support of the HODs, principals also mentioned that they expected HODs to fulfil the role of resource manager in their department.

- *“... you have to ensure that relevant textbooks are available, stationary for the learners, class registers ... subject policies that would guide teachers...” (S6, P6)*
- *“... they will be responsible for finances also.” (S2, P2)*
- *“... they must also be able to procure for their department and bring the budget to the principal so that he can send it to the SGB for the final budget...” (S1, P1)*

One of the education officials also supported the notion that the HODs have to perform the role of resource provider and manager:

*“... the material development ... learner teacher support material for each and every subject ... sit down with the teachers ... look at different materials according to the prescription of the subject of the school ... from different publishers ... provide the material...” (AOA, EOA)*

All categories of respondents agreed that the HOD is responsible to perform the role of resource management. It is a strategic role as it allows the HOD the opportunity to budget, procure, receive, keep record, distribute and manage the resources equitably. The HOD would be in the position to know where there are shortages and which materials were allocated to which teacher.

Working together and forming partnerships and networks is an obligation that the HOD carries. The collaboration, liaison and stakeholder involvement role is discussed hereunder.

#### **5.2.1.2.5 Collaboration, liaison and stakeholder involvement**

This is the fifth code of the category on roles and responsibilities of HODs as perceived by the participants.

The HOD must create networks (Wiles, 2009). The HOD is the link between parents, educators and learners. They are also links between the educators and management by virtue of their leadership position and the lateral position that is between the management and educators. They lead from the middle (Grootenboer et al., 2015). The HOD liaise with parents on learner performance, advise on learners who need intervention on their work and also liaise with the education department on the curriculum-related issues of the subjects they head (§ 2.4.1). In collaborating, liaising and involving others, the HOD meets with stakeholders like communities, educators, other schools, learners, NGOs, government departments, subject advisory services, churches, and so forth. Collaboration also includes the encouragement of pair and team teaching. The HOD needs to be trained, skilled and prepared in interacting with the stakeholders. The first HOD recorded below practically summarised what the collaboration, liaison and stakeholder involvement role of HOD entails:

- *“... as an HOD I'm sort of the principal's right-hand man ... holding meetings with parents ... cultivating interests among parents ... I'm working together with the community ... and several other stakeholders ... involved the learner helpdesk it's under the South African Police Service ... local churches from around the villages ... social workers ... health services ... the clergy...” (S2, HOD3)*
- *“... to bring other people who know that they are the best in the subject...” (S3, HOD6)*
- *“Make a research on how can I best help the teacher ... then I will try to explain the learning area ... I go with the teacher to class ... present ... before the teacher.” (S4, HOD8)*
- *“The monitoring plan has to be prepared by myself together with those who are in my department and it must be communicated to them.” (S6, HOD12)*
- *“Conduct parents' meetings ... departmental meetings ... put a proposal on the table and allow them to deliver what they don't agree with and then to come up with a solution before you tell them what you thought...” (S2, HOD4)*

Principals also agreed that the HODs should encourage and also be involved in pair teaching and pair work:

- *“... they have to develop the teacher, come together maybe to do pair teaching ... group work ... pair work...” (S4, P4)*

- *“... we end up not agreeing so many times ... we debate results ... come up with solutions to those challenges ... HOD will report to the SMT ... to help me to resolve that. So this is how we are doing things here.” (S1, P1)*

It was not surprising as the education officials also followed in the footsteps of the other respondents and affirmed that the HODs’ roles included that of collaboration, liaison and stakeholder involvement. They had the following to say:

- *“... how best are the parents involved ... planning of the SGB ... support the principal in governance ... the SMT, the principal, the head of the department and the deputy principal they call a meeting of parents ... Meeting upon the parents ... bridges the gap ... challenges that they come across. In that regard both the teacher and the parents ... are able to support learners from all aspects.” (AOA, EOA)*
- *“... must be mindful of the SGB and the community because they do have a role ... able to communicate my thinking and my vision in terms of the curriculum ... to achieve better performance ... to guide the teachers ... the learners ... even the community ... I may not go to the community ... through the SGB...” (AOB, EOB)*

HODs are not alone in the implementation of the curriculum. They are members of a greater team that work together to ensure that curriculum is implemented and that the syllabus is covered. The HODs have to collaborate with internal and external stakeholders who have different roles in the schooling system. The stakeholders include the SGB, SES, parents, learners, churches and the clergy, and so forth. The HOD has to exercise consultative and collaborative decision making, communicate the school and subject department’s vision, give feedback during meetings and communicate targets among other activities of collaboration. The HOD is also involved in extra and co-curricular activities, which form part of the HODs overall responsibilities.

#### **5.2.1.2.6 Extra- and co-curricular role**

The sixth role of the category on roles and responsibilities of HODs is ‘the performance of extra- and co-curricular activities’. Apart from being required to be in charge of the subject by performing some administrative duties, such as planning, goal setting and reporting related to the subject (§ 2.4.2.2.1), the HOD is also required to take part in or oversee music, sporting and cultural activities, become a classroom manager where required, participate in committees, organise educational excursions, and supervise cleaning around the school (Bambi, 2012; Wiles, 2009). By engaging in the extra- and co-curricular activities, the HOD is actually assisting the learners to develop in totality. There were not many responses from all the categories of participants, and were as follows, starting with the HODs:

- *“... the development of sports in the school...” (S2, HOD3)*
- *“Co- and extra-curriculum yes. Participate of everybody in extra-curriculum.” (S2, HOD4)*
- *“Extra curriculum activities ... I'm involved in sport coaching...”(S4, HOD7)*
- *“Curriculum, extramural activities yes, extra- and co-curriculum yes ... Extra- and co-curricular activities are those activities that we'll be taking outside the classrooms such as sports yes.”*

The two principals quoted below seemed to summarise all the extra- and co-curricular activities through their responses, i.e. the HOD is engaged in the management of extra- and co-curricular activities:

- *“Some maybe also become class managers in small schools. And then they are also engaged in extracurricular activities. They may serving the SGB for example ... the principal and the deputy alone cannot be responsible for those extra curriculum.” (S2, P2)*
- *“... the HOD should also be overseeing ... extramural activities ... help them ... whatever the teachers are doing whether it's music or athletics they are always helping in order to organise ... they help them organising the trips.” (S4, P4)*

All the respondents were in agreement that the HOD performs some extra- and co-curricular roles like heading a committee or taking part in or organising sporting and cultural activities, or even becoming class managers where there is such a need, particularly in smaller schools.

There was also consensus from the participants that the HODs perform some leadership roles.

#### **5.2.1.2.7 Leadership roles**

‘Leadership role of HODs’ is the seventh and last code of the category on roles and responsibilities of HODs as perceived by the participants.

HODs also perform some leadership roles which is why their position is of such significance. It also shows why the HODs need a concerted training and development effort in order to lead their departments and meet the expected outcomes, while increasing learner performance (Northouse, 2016). As leaders, HODs direct their own energies and the energies of groups and individuals towards reaching targets together (Northouse & Lee, 2016; Rowe & Guerrero, 2016). Leaders and followers or group members share common goals. The leader does not impose objectives and vision on the followers, but come to

negotiated decisions and conclusions through dialogue (§ 2.3.2.4). In executing their leadership roles, HODs participate in SMT activities; communicate with stakeholders like communities, churches, NGOs, government departments, subject advisory services, and so forth (§ 5.2.1.2.5); are involved in consultative and collective decision-making; inspire, encourage, and motivate others through shared vision; plan, organise, lead and control activities within their department; strategize for the department; make subordinates feel at home; practice pastoral care on educators and learners; advise principal, deputy principal, parents and educators on curriculum matters; act in position of the principal if the principal is absent; and is a team member and leader. The participants' responses were recorded below, with the first quote summarising the soft skills and leadership approaches the HODs should use.

- *“... account as a leader ... be polite ... be approachable ... plan ... don't want to be rude ... look at them with no authoritative face ... make them be free ... let them lead ... criticise constructively ... communicate with staff ... keep time and be punctual all the time...” (S6, HOD11)*
- *“... lead, give information ... make them feel comfortable, like their job, make them feel they are needed as educators ... set an example ... enlighten them ... do motivational speaking...” (S5, HOD9)*
- *“You have to stay positive ... parents they always see things differently they don't see things the same as you ... Make your decisions but be accountable with those decisions.” (S1, HOD1)*
- *“Yeah on the side from the learner I must act as a parent, as one is looking after his sheep you know. I have to be parent, fatherly. And I have to give guidance to learners just as a parent. I have to help with the welfare...” (S2, HOD3)*

The principals also agreed that the HODs play an important role of leadership, which is key to the performance of their departments and the entire school. They had the following to say:

- *“... to encourage teachers ... come up with the strategy ... solve problems ... sit as the whole staff ... challenges ... come up with solutions to those challenges ... developing teachers...” (S1, P1)*
- *“Yes they serve as ... SMT ... school management team so it means for each and everything that as a principal I need to make a decision I meet with the SMT ... they raised their opinion ... suggesting things should be done and then out of that I then draw a conclusion from what have contributed and make a decision.” (S6, P6)*

The education officials also agreed that there are some leadership roles that the HODs play, and suggested some of the approaches they use in leading:

- *“... ensure that the annual teaching plan is implemented ... to guide ... give motivation ... where there are challenges intervene ... communication...” (AOA...EOA)*
- *“... guide ... feedback ... reporting ... accountability ... counsellor ... listen to challenges that they might be having ... coach ... meet with the teachers regularly ... there must be that open relationship...” (AOB, EOB)*

Apart from exercising such a huge number of roles, the HOD also has to perform the role of leadership. The HOD must stand up and lead their department and educators. They must be exemplary to the learners and become role models to both learners and educators. HODs must play a pastoral role and be accountable in all their deeds and actions.

It would not be beneficial to the schools to have perceptions on what the curriculum leadership of HODs entail and what the HODs' roles and responsibilities are without looking into the training that they received, hence the discussion on the types of training provided to HODs below.

## **5.2.2 Types of training received by HODs**

Category two on the types of training received by HODs is part of theme one on the nature, content and structure of curriculum leadership training programmes in secondary schools, as depicted in Figure 5.2 (5.2.2.1-5.2.2.5). There were various types of informal training provided to HODs by different stakeholders. The training varied in the type, length and who the service provider was (Santos et al., 2015). The training received varied in whether it was provided internally or externally, whether it was personally or individually initiated, or whether it was compulsory or voluntary, meaning that it was part of the educators' contractual obligations or not (Gagnon & Collinson, 2014). It was revealed during the analysis of the data that the training was not consistent, was fragmented and was not beneficial to the HODs (Albashiry et al., 2016; Shaked & Schechter, 2017), which is also discussed in detail in chapter six as one of the findings. The two theories used in this work suggest that the training and development of educators should be holistic, multidimensional, domain specific, integrated and developmental (Chen & Chang, 2006), and that there must be enablers for professional educator development, such as administrative leadership, organisational culture, information technologies and performance management, which would assist development to be effective.

The discussions on the analysis of all the respondents' answers was done at the same time to give the reader a bird's-eye view of what the three categories of respondents thought about the types of training they received or were offered. At the same time the interview question about the types of training that HODs received or was provided by principals and educational officials was answered. There were seven categories under this theme as depicted above (Figure 5.2). The categories were induction, professional support forums, short learning programmes, integrated quality management systems, and continuing professional teacher development and programmes offered by external service providers. The categories are discussed in the sections that succeed below. The most common form of training received by HODs was induction.

### 5.2.2.1 Induction

The first category of the theme on the types of training received by HODs was induction. Induction should be seen as a continuous process where educators like HODs, especially newly appointed ones, receive constant training to familiarise themselves with the work they do (§ 3.5). Induction is the most applied type of training for HODs in South Africa, as evidenced by the responses of respondents during the interviews. It is, however, offered as a once off event that takes place at the beginning of the HOD's career (Malinga, 2016). In Malinga (2016, p. 88) observation, "HODs had not been trained to lead or manage departments except being trained as teachers". Bush (2018, p. 69) shared the same sentiments when they state that the induction process is "confined to procedures and reporting processes, and is rarely customized to the specific needs..." of the recipients like HODs. Although this matter is discussed in detail in the next section of this chapter, it is important to highlight it in this section too, as it is now specifically dealt with as a type of training, and not just in general like in the previous sections. The responses from the participants who agreed that induction was a form of training were as follows, starting with the overwhelming responses from the HODs, followed by the principals and then the education officials:

- *"No it was induction ... People are saying these inductions are training ... we had training but it is sort of an induction..." (S1, HOD2)*
- *"The induction of HODs yeah we were taught about the conduct and everything relating to leadership." (S2, HOD3)*
- *"... there was a training that I was attended but it was once-off and I think it must be continuous ... Yeah it was an induction..." (S6, HOD12)*
- *"When I started here actually I went through induction..." (S4, HOD8)*

Principals also attested that induction was provided as a form of training to the HODs:

- *“... I think it shouldn't be induction only it should be a fully flashed workshop...”* (S2, P2)
- *“... they went for the induction...”* (S4, P4)
- *“I can say workshop induction because it was for the newly appointed HODs.”* (S6, P6)

The education officials also had their own views on the induction as training offered to HODs and had the following to say, with EOB making it clear that the inductions did not serve the purpose they were intended for:

- *“Induction takes place after the inductions what happens is the head of the department will be part of my team”* (AOA, EOA)
- *“... the truth is when we call them for induction we do not get to train them on what they are supposed to do.”* (AOB, EOB)

Induction was discussed consistently throughout this chapter. It is the first type of training and development the HODs received when welcomed to their positions. According to the analysis and discussions in this chapter, it was done in a manner that was inconsistent, provided as a once-off event and was never well-coordinated as EOB mentioned in the caption above. There is a need for the induction to be well-coordinated and carried out throughout the year at school level to make sure that the HOD is well established in their positions of curriculum leadership. The participants also mentioned that the HODs received training and development through professional support forums.

### **5.2.2.2 Professional support forums**

Professional support forum (PSF) was the second category of the theme on the types of training received by HODs. PSFs are platforms where the subject educators, HODs and Senior Education Specialists (SES) for a particular subject converge to discuss developments, challenges, analyse results and discuss other subject related matters. They take place twice or thrice per term. The PSFs are not specific for HODs but are also attended by educators. They take place after teaching hours, and lasts one to three hours. During the PSFs there are discussions and sharing of ideas and good practices about the subject under discussion. Peer moderation is done and decisions on how to best deal with challenges are also discussed. The PSFs take place at local education offices headed by the SES. The following were some of the HODs' responses:

- *“We attended the PSF, the workshops so that is where I got training.”* (S4, HOD8)

- *“... last week I attended a PSF...” (S2, HOD4)*
- *“... I attended the PSF, the workshops so that is where I got my training.” (S4, HOD8)*
- *“Yes we do have the PSFs ... we do have some workshops...” (S5, HOD9)*

Less than half of the principals had some responses about the PSFs being offered as part of the HOD training and development, which is an indication that the principals may not be aware or concerned that their HODs receive training and development.

- *“... they do get help from the PSFs ... somewhere somehow they do get some help or support.” (S2, P2)*
- *“... PSF, professional support forums, that's where HOD's are capacitated.” (S5, P5)*

The education officials also confirmed the PSFs as a form of training provided for the HODs in secondary schools. These were their responses:

- *“PSF means Professional Support Forum ... in my case who attends the PSF, the geographic teachers and the heads of the departments...” (AOA, EOA)*
- *“... we used to call them PSFs but for me those were workshops...” (AOB, EOB)*

If done properly and organised well from a central place, PSFs can be a very good way of HOD development. Unfortunately, like inductions, the PSFs are not well organised and the time they are afforded to take place is very short. They also take place after hours when HODs and educators are exhausted and their concentration and comprehension levels are at their lowest (§ 5.2.4 and Table 5.2). Some of the training HODs received was initiated by the principals.

### **5.2.2.3 Principal initiated development**

The third category of the theme on the types of training received by HODs was on principal initiated development. The literature review (§ 3.3.1.2) revealed that principals are the Chief Knowledge Officers (CKO) (Zhao (2010) and that they have to explicitly share professional knowledge of the school with their management teams. By sharing professional knowledge with stakeholders, especially HODs, the principals and the school enhances its organisation culture, drives the school's learning and progress and make communication easy for everyone involved (North & Kumta, 2018; Zhao, 2010). Zhao (2010, p. 173) encourages that schools should therefore “commit to the establishing of learning culture, enabling all members of schools to enjoy learning, and make learning be a common understanding and way of thinking in order to facilitate knowledge management and teacher professional

growth". The principal and the SMT, for example, impart to new members of staff, like newly promoted HODs, knowledge and skills on leadership and how to overcome challenges they may face in their new positions of curriculum leadership. In only one school the HOD declared that the principal initiated training opportunities for the SMT. The training opportunities were offered to enhance the capacity of SMTs. Again, it must be indicated that the training opportunities were not specific to HOD but for SMTs generally. The HOD responded by stating the following when asked about what training they received from the principal, who also supported the HODs assertions:

- *"I think management ... It (can) also include curriculum issues." (S5, HOD9)*
- *"... I would actually call a meeting ... encourage them ... that they develop themselves academically, ... enrol with institutions of higher learning, ... attend workshops ... not only with the Department of Education but organised by individual (external) organisations." (S5, P5)*

There were no internally initiated training and development opportunities by principals in S1, S2, S3, S4 and S6. P1, P4 and P6's respectively responded in the negative and tersely when asked if they have ever provided their HODs with any internal training:

- *"No I haven't." (S1, P1)*
- *"No, not for now." (S4, P4)*
- *"Up to so far not." (S6, P6)*

The education officials also did not mention any principal initiated training in their conversation with the researcher. EOB emphasised that schools must offer their own induction:

- *"Yes it is the department but the school must offer their own. The school must have it..." (AOB, EOB)*

Principals also play an important role in the development of HODs and other levels of educators. The development for HODs would allow them to be better curriculum leaders. It is regrettable, however, to realise that of all the principals sampled for this research, only one principal (P5 from S5) had some form of initiative in training and developing their educators, as attested to by HOD9 from the same school. All the other principals unanimously mentioned that they did not provide any form of training for their HODs and educators. This is concurred by the responses of P1, P4 and P6 above.

The short learning programme is one other type of training received by or provided to the HODs, and it is discussed below.

#### **5.2.2.4 Short learning programmes**

The fourth category of the theme on the types of training received by HODs discussed was short learning programmes. It is important that school leaders should invest a lot of time, resources and energy in the development of the capacity of others like HODs (Oppenauer & Van de Voorde, 2018). The provisioning of life-long learning opportunities (§ 3.2.1) like short learning programmes (SLP), attending lectures or short courses should be provided (Dosunmu & Adeyemo, 2018). The SLPs provide learning platforms for learning new things, improving on skills and expertise, adapting to new and challenging environments, growing in the workplace and generally adapting to new ways of doing things (Sartori et al., 2018). The foregoing statement proves why the SLPs are of utmost importance to both newly appointed as well as experienced HODs, as they provide opportunities for growth.

In most cases, the SLPs are either organised by the DBE or educator unions who select certain qualifying members of the SMT to attend, but respondents seem to not have this information at their disposal. These SLPs are offered by universities and they are accredited. Attendees are certificated on successful completion of the SLP. Only HOD1 and HOD2 from S1 alluded to attending the SLP over a few days to a week as HOD1 put it to the researcher. There was confusion on who organised these SLPs and what their aim was. Respondents also had difficulty explaining whether attendees were specifically HODs or SMTs, as it can be heard from HOD1 response.

- *“No, we attended some lecture. It was some few days we had to write some assignment and a test ... it was just a short course...” (S1, HOD1)*

The responses also alluded to HODs attending the SLP, but could not remember who organised it:

- *“... I can't remember (who organised it), it was very, very fine because it exposed the HOD in (to) many things ... conducted by the university, North-West University somewhere in the past...” (S1, HOD2)*

EOB responded emphatically when asked who organised the SLPs and how educators were selected to attend such SLPs:

- *“It is HRD ... It is HRD so what they do they will have I assume they will have done their own research and realize that we have a challenge.” (AOB, EOB)*

In contrast to the confidence exuded by EOB in their response, EOA was not thoroughly conversant with who organises the SLPs and what criteria were used to choose attendees, or which processes are followed to organise them, even though they attended one. The official also emphasised that the training provided through the SLPs was not specifically for HODs or SMTs, but was also attended by subject educators:

- *“I’m having limited knowledge with regard to how those Short learning programmes are being organised.” (AOA, EOA)*

It is also worth noting that there were no responses from the principals on the issue of SLPs.

Although SLPs are one of the ways the HODs and other educators may receive training and development, especially from external service providers like universities and other institutions of higher learning, they are also not well-coordinated, as seen from the responses of the education officials above who should know how SLPs are coordinated and organised. Based on the frequency of responses on the SLPs, it can be deduced that the participants are not aware of them or who organises them, as mentioned by the two HODs (HOD1 and HOD2 from S1) who happen to be from the same school. It is also notable that participants from other schools did not mention SLPs in their responses on the type of training they received. It is testimony that the SLPs are not known to the participants, or that they are only made available to selected schools or individuals, which does not bode well for the training of HODs in general. It also exposes the fragmentation in which the training of HODs is presented. Not all HODs received training initiated by DBE, or even attended SLPs. They initiated self-development. The HODs enrolled for training courses or programmes with institutions of higher learning out of own volition before or after their appointment as HODs.

#### **5.2.2.5 Educator initiated curriculum leadership training**

This was the fifth category of the theme on the types of training received by HODs. HODs, like any other employee, need to advance in their careers. They need to be trained to occupy the next level of leadership or to become the next generation of school leadership (Mense et al., 2018) (§ 3.2.1). As leaders, HODs would supervise the educators in their department. They need to be trained on supervisory and other leadership roles. The HODs need to be prepared to deal with all the challenges that come with being a supervisor, being it individual or team supervision (Gagnon & Collinson, 2014; Santos et al., 2015).

It is not always the case that employees like HODs (in the case of this research) receive training from their superiors or employers. Sometimes they have to develop themselves to be ready for the leadership positions. Three HODs mentioned that they went the extra mile

to enrol for programmes in preparation for possible promotion, or self-development after promotion to HOD position. One HOD stated that they qualified for a degree specialising in History and an Advanced Certificate in Education (ACE) in Life Orientation (LO) from the University of South Africa (UNISA). The qualifications were obtained prior to becoming HOD. Two other HODs also mentioned that they are busy studying further and completed their studies in education management respectively. One said they were enrolled with UNISA for a management programme. The programme is on management and leadership but not specifically for HODs, but a general one for SMTs.

- *“I did History 1, 2, 3 with UNISA and I only started teaching it this year ... Yes I did. I did ACE (in Life Orientation).” (S5, HOD9)*
- *“I am attending at UNISA and I’m doing Honours in Management ... Education Management ... It is general.” (S4, HOD8)*
- *“I did B.Ed. (Bachelor of Education) in Management ... it was general management.” (S2, HOD4)*

In essence, HOD9 enrolled for programmes which are content specific. HOD8 and HOD4 enrolled for management programmes which are not specifically designed for HODs, but for all SMT members.

Only one principal mentioned that they constantly encourage their HODs to enrol for self-development:

- *“... I would actually call a meeting and in that meeting I would encourage them to make sure firstly that they develop themselves academically ... enrol with institutions of higher learning.” (S5, P5)*

There were only three HODs who mentioned that they furthered or were busy furthering their studies at the time of data collection. One HOD mentioned that they studied towards a qualification that would enhance their ability to teach and lead a subject (LO). The other two mentioned that they studied towards qualifications in education management. It must be pointed out that the qualifications were not specifically for HODs but general management qualifications, meaning every person who aspire to acquire management and leadership skills or are preparing for promotion at any level in the school or education system in the future could apply and study towards them. Although there were responses in this regard, it is also worth noting that the majority of participants never mentioned that they were studying towards a qualification or encouraged their HODs to study further as in the case of P5 from

S5. Some training and development programmes are compulsory to all educators. Educators are expected to take part in them, as they have contractual obligations.

#### **5.2.2.6 Integrated quality management systems and continuing professional teacher development**

The sixth and last category of the theme on the types of training received by HODs was integrated quality management systems and continuing professional teacher development. Some programmes like the Integrated Quality Management Systems (IQMS) and Continuing Professional Teacher Development (CPTD) are compulsory for all the educators including HODs (§ 3.3.2, 3.5 & Table 3.4) (Bush & Glover, 2016). Msila (2014) stated that IQMS and CPTD are offered as part of the educator's contractual obligations, including HODs. It was fascinating to note that all the HODs, principals and education officials barring HOD9 and P5 from S5 never mentioned IQMS and CPTD as part of the training and development of the HOD.

There were responses from only one school as one HOD alluded to them drawing from professional development plans (PGPs) which are part of self-evaluation and appraisal during the process of IQMS (§ 2.4.2.3). The HOD was supported by their principal, who also mentioned conducting a workshop on IQMS-based training and development requirements.

- *“... like we did last week we conducted a workshop after we have gone through the PGPs...” (S5, HOD9)*
- *“Yeah, I, you know through IQMS there is educator improvement plans (PGPs) that actually requires that educators must identify their weaknesses ... will indicate where they need development ... up to so far two weeks back I've conducted a development workshop where I capacitated the HODs”. (S5, P5)*

The IQMS and CPTD are compulsory and every educator employed by the DBE should participate in them. The programmes are run from within the school with monitoring from outside. However, the programmes are not effective as they are mostly implemented for compliance and salary or pay progression purposes (Nkonki, 2009). The programmes are also not easy to implement due to them being seen as an extra burden to educators. There is also a lot of resistance from the educators towards their implementation due to a lack of information and purpose of the programmes, as well as a lack of commitment from school leaders such as principals. Educators also see IQMS as a threat to their professional autonomy (Geldenhuis & Oosthuizen, 2015). HODs are not only expected to take part in their implementation but also to oversee the implementation of these programmes, which in

itself creates negative sentiments from the HODs as they see that as extra work. Some programmes are offered by the DBE in partnership with external service providers.

#### **5.2.2.7 National Education Collaboration Trust**

The Department of Basic Education (DBE) offers some training and development for members of the SMT, with the assistance of external service providers (§ 2.4.2.4) through the networks that are formed with said service providers (Wiles, 2009). Again, it must be indicated that this training is not specific for HODs but is offered to the entire SMT. Selected schools had their SMTs, including the HODs, trained for education leadership and management related matters. There is also training on curriculum related matters. Not all schools were afforded the opportunity to be trained on the programme. The programme was offered by DBE in partnership with the National Education Collaboration Trust (NECT).

During a conversation with the researcher, two HODs revealed their encounters with NECT respectively and revealed in their responses:

HOD5 said:

- *“The programme was a management programme ... NECT management programme ... NECT is National Education Collaboration Trust. It’s a programme from the Department of Education.” (S3, HOD5)*
- *“Ok, let me, got that again, I think, we attended the other one this year it was for NECT ... Yes it was on curriculum”. (S4, HOD8)*

In confirming training provided by NECT, two principals also mentioned attending one of their training sessions, although the second principal revealed that not all schools are incorporated in the programme:

- *“... NECT, National Education Collaboration Trust, they’ve got programmes for HOD’s and even educators ... I actually attended one workshops ... the programme has got all the roles that must be actually be played by the HODs.” (S5, P5)*
- *“... I know NECT is specifically doing such workshops for HODs, SMTs and teachers ... not all the schools are covered ... this school is not yet incorporated in NECT ... we expect to see when our schools is going to be covered and until they are able to cover all the schools to a certain extent I would be able to say yes the training is there.” (S6, P6)*

One education official said they are aware of the programme but did not know how it was coordinated or who attended it.

- *“Yes but it will be mainly for me it will be NECT. It will be NECT. Those that I have seen is ourselves as a department for SMTs it will be policies.”*

The training and development from NECT is a relatively new partnership between the DBE and NECT. It is for this reason that not all schools are included in the programme, meaning that not all HODs will receive training from NECT unless plans are afoot to include all schools for the purpose of training. HODs also lamented that the training they received was part of the training given to all SMTs and specifically to HODs as curriculum leaders. There is a need for a training programme especially for HODs which will be uniform and need to cover all HODs in South Africa.

Provisioning of training by itself may not be sufficient, as content and benefits to participants are also very crucial to their development. The contents of the principal initiated training opportunities will be further discussed in the section on content of training programmes below (§ 5.3). Some HODs attended Short learning programmes.

### **5.2.3 Content of curriculum leadership training programmes**

Theme three is the content of curriculum leadership training programme theme and is based on the main research question and research aim one which sought to determine the nature, content and structure of an HOD curriculum leadership training programme in secondary schools. We can see the content of training from two dimensions, one being the format or means through which knowledge and skills are conveyed to recipients, and the other being the specific character of the knowledge and skills imparted (Diamantidis & Chatzoglou, 2014). There were six broad areas covered in this theme which translated into categories (Steinhilber & Estrada, 2015). They were (i) communication, (ii) collaboration, (iii) delegation, (iv) management of leadership, (v) inclusive education and diversity, as well as (vi) improving subject content. The content, as mentioned in the foregoing statement, is discussed below as themes and categories emanating from the analysed data. Other content for training may include leadership, teamwork, financial management, conflict management, quality improvement, which is directly involved with the monitoring, and moderation and analysis of both learner and educator performances and results. The content mentioned in the latter statement has been discussed in the literature review in chapter two as part of the roles of the HOD.

In interacting with the data, literature review and the participants, the researcher can reveal that the content of training should lead to change in behaviour and acquisition of new skills that can assist the employee (HOD) and the organisation (school) to achieve its goals and improve performance. To achieve the goals and acquire new skills, knowledge, values and

attitude, the employee requires assistance on their journey of development in their leadership roles. Steinhilber and Estrada (2015, p. 544) share their five suggestions for becoming a more effective leader, which are summarised below to indicate that it is imperative for HODs to receive training and development opportunities.

Firstly, Steinhilber and Estrada (2015, p. 544) suggest that leaders must learn from others. It is true as HODs learn from fellow HODs from the same school and other schools, especially during PSFs. The HODs also learn from their principals on leadership and management issues, like the management of educators, management of teaching and learning materials, the management and leadership of the curriculum, and so forth. They also learn from SESs on matters relating to specific subject matter and general curriculum issues.

Secondly, the authors suggest that HODs must have a respected leader as role model. The leader may be the school principal, deputy principal, fellow HOD, SES or even the circuit or district manager. Role modelling assists the HOD in establishing their own character and style as a leader.

Steinhilber and Estrada (2015) third suggestion is that an HOD must consult with and read the work of experts on leadership from other areas or departments to hone and enhance their own leadership capabilities and approaches (§ 3.2.1).

Fourthly, Steinhilber and Estrada (2015) suggest that the HOD must be willing to be appraised frequently. The appraisal must lead to change in behaviour and practice. An example of such constant appraisal is through the PSF, which at points serve as peer evaluation where the subjects supervised by the HOD are analysed in a group sitting with other HODs led by the SES. Another instance is the annual appraisal through the IQMS where there is self, peer and senior appraisal (§ 2.4.2.3). Steinhilber and Estrada (2015) suggest that there must be honest feedback during the appraisals. It is only natural that all the shortcomings discovered during the appraisals should be addressed for the improvement of the HODs.

Fifthly and lastly, Steinhilber and Estrada (2015, p. 544) suggest that the HODs should learn to practice what they have learnt. What it means is that whatever is learnt should be implemented to assist the HOD in meeting their objectives and to enhance performance.

A summary and depiction of the theme on content of curriculum leadership training programmes in the sampled secondary schools is represented in (§ 5.2.3) of Figure 5.2 above. Communication was one of the categories discussed under this theme.

### 5.2.3.1 Communication

Communication was the first category of the theme on content of curriculum leadership training programmes to be discussed and analysed. It is very important and key to the sharing of information in an organisation like a school and within teams like subject departments. The HOD shares information with the educators and SMT on the activities of their department, curriculum matters, and learner and educator performance (Ghavifekr & Ibrahim, 2014) (§ 2.4.2.4). Communication is a daily occurrence, a human activity, and it facilitates conditions for institutional learning. It is reciprocal in nature, requiring HODs to learn how to communicate well, hence it being one of the items learned in the course of being HOD. It is also one of the key roles performed by HODs (Wang & Shen, 2017) (§ 2.4).

During the interviews, some half of the HODs stated that they were trained on how to communicate with fellow educators. According to some of these responses, communication may take many forms inclusive of meetings, briefings, memoranda, circulars and WhatsApp. Others stated that they were assisted in how to communicate with educators and learners:

- *“... how to communicate with other educators, with learners.” (S1, HOD2)*
- *“Communication skills ... Problem solving skills ... How to work with learners, parents, SGB and other stakeholders, including how to communicate with the Department of Education.” (S3, HOD6)*
- *“There's a communication book, information book. I also use an information book and even the school WhatsApp.” (S4, HOD7)*
- *“I have a record ... I call them circulars and number them like, circular one if it's the first circular of the year I call it Circular 01/18 and so on and so on ... I ask the educators in the morning briefing that if they experience learners with (learning) barriers...” (S5, HOD9)*

A third of the principals also mentioned that there was training provided on communication:

- *“... help them to have confidence when they are calling a meeting or when they are addressing issues with their educators in their department ... we talk about such things.” (S4, P4)*
- *“He must know how to ... communicate with the staff ... be able to resolve disputes in their department ... amongst educators or even learners.” (S1, P1)*

Only half of the HODs mentioned that the training and development which HODs received included communication as training content. The other half did not include communication in their response. There were two responses on communication from the principals and none

from the area officials' sides. HODs use various mediums of communication to share information. The communication may be verbal, non-verbal, written or electronic. Sharing information is important because stakeholders will be kept up to date with the latest information and be aware of expectations from the HOD. The HODs may use meetings, circulars, information books, WhatsApp or any other means to communicate with those they want to be in contact with. The information may vary from instructions from the DBE, learner result analysis and performance, learner report cards, et cetera.

The HODs also received some form of training on how to collaborate with stakeholders.

### **5.2.3.2 Collaboration with stakeholders**

The second category of the theme on content of curriculum leadership training programmes was collaboration with external and internal stakeholders. Collaboration with external and internal stakeholders is important for the HOD to achieve curriculum objectives (§ 2.4.2.4). The HOD must create networks and collaborate with stakeholders in order to encourage active and positive involvement of such stakeholders (Wiles, 2009). Collaboration and integration of stakeholders in decision-making also facilitates discourse and leads to shared norms, values and vision (Patzner, Voegtlin & Scherer, 2018). It is worth noting that the collaboration can expedite HODs' own personal development and assist in building teams that work together. Half of the HODs mentioned that they were offered training on how to collaborate with or engage stakeholders. A third of the principals also alluded to having received some form of training on collaboration.

HOD5 and HOD6 mentioned that they were also taught how to collaborate with stakeholders like educators, learners, parents and the community during the induction. HOD5 mentioned the following about the School Governing Body (SGB):

- *“The SGB ... we hold meetings ... part of the agenda ... during the parents meetings.” (S3, HOD5)*
- *“Engage with different stakeholders ... departmental officials ... we work together mostly, yeah ... interact with the educators, community and all the stakeholders...” (S4, HOD7)*
- *“So the job I find very interesting as HOD because most of those teachers that I'm monitoring they are cooperative with me so we plan together in terms of the monitoring plan and the moderation plan that is done internally we plan together yes.” (S6, HOD12)*

Principals mentioned that there was collaboration in the school where members of the SMT band together to assist each other in resolving matters. They also stressed the importance of

working together to establish a common understanding of what the challenges are and how they can be dealt with collaboratively.

- *“... we go as management, the whole management and we go and talk to the whole class ... to make sure that doing their (HODs) work it becomes easier ...” (S1, P1)*
- *“... you never do anything without consulting ... Teamwork, we sit down ... together ... we discuss our meetings and then we also open up for discussion ... we don't shut anything outside.” (S4, P4)*

One educational official mentioned that it is important to work together with stakeholders as that will establish a common understanding of what the challenges are and how to deal with them:

- *“... in that regard it means school governing body together with the SMT ... they call a meeting of parents ... it bridges the gap ... to discuss learners and you know all those challenges that they come across.” (AOA, EOA)*

The HODs collaboration with stakeholders is very important. HODs are not one-man teams but belong to other structures in the school like the SMT and subject departments. They are also in constant partnership with formations like the SGB. HODs are also in constant contact with outside agencies like the subject advisory group from who they receive the curriculum and have to collaborate with in the implementation thereof. They share information with the people they come into contact with and in many instances have to take collaborative decisions based on the information they share, e.g. on learner intervention strategies and approaches.

The HODs also responded that they were taught some aspects of personnel management matters like delegation.

### **5.2.3.3 Delegation**

Delegation was the third category of the theme on content of curriculum leadership training programmes. Leaders like HODs delegate duties to their subordinates for the successful completion of tasks. When delegating, HODs allow their educators in their departments to make decisions and cede certain authority and responsibility, while putting faith and providing necessary support to the delegated (Victor, 2017). Delegation includes the act of distributing human resource activities equitably (Johnson, et al., 2015). To be able to delegate successfully, HODs must receive training in this crucial management issue (§

2.4.2.2.5). Not many respondents mentioned delegation in response to the question on the content of training they received.

The HOD from S4 stated that they received some form of training on delegation. Asked by the researcher what they learnt from the programme they enrolled for with a university, the HOD said:

- *“The deputy is not the one who is supposed to do everything and as the HOD, I am not supposed to do everything, we have to delegate. So I have to take some responsibilities to delegate or delegate to my colleague, that is the way of development.” (S4, HOD7).*

In contrast, P1 mentioned shyly that he did not use delegation as a leadership strategy, and has never developed their educators on delegation:

- *“That one (delegation) I’m weak at.”*

While EAB somehow believed that delegation is part of the training offered to HODs and that it is beneficial to them, there was some doubt whether it is done properly or whether the HODs would benefit from it. The official also gave suggestions on how the training on delegation could be done:

- *“... being given that role of saying the principal is not in or the principal is busy go and attend this very important meeting and they learn. Giving them an opportunity of organizing like not necessarily them being physically but for instance being dilated to say you are going to be a leader and as the leader that means you must have all the reports from all the units, consolidate them and lead that so for me I think and give them an opportunity of leading ... So that they are able to grow and understand how education works”.*

As personnel managers, HODs also have the responsibility to delegate work to their team members. They have to allocate duties to the educators based on the educators’ abilities, strengths and weaknesses and the results they produce. It is therefore relevant that the HOD receive some training and development on delegation.

The responses from the participants also indicated that there was a form of training provided on the management of the curriculum in schools.

#### **5.2.3.4 Curriculum management**

As discussed in length in Chapter Two (§ 2.4) the HODs in secondary schools are basically curriculum leaders and managers by virtue of the expertise they possess in their area of

operation and the influence they enjoy over those they lead (Valle et al., 2015). This was the fourth category of the theme on content of curriculum leadership training programmes.

Curriculum leadership is at the core of the HODs' daily business. It can be divided into a number of sub-areas including assessment. It also includes the context and content the educators use for learners to achieve. As curriculum leaders and managers HODs are responsible for effective teaching and learning (Ogina, 2017). School-based assessment is based on the premise that educators are given greater responsibility to design internal and contextual-based assessment activities that align to learning outcomes suitable to learners (Mansor, Leng, Rasul, Raof & Yusoff, 2013, p. 101). The assessment is continual and affords learners the opportunity to receive constructive feedback. It also aims at improving learners' progress. In the same breath, educators can make a further decision on whether to start a new topic or to revise the current one based on the learner performances (Mansor et al., 2013, p. 101). A third of the interviewed HODs indicated that they received some form training on curriculum related matters, such as school-based assessment (SBA) and examinations, monitoring the coverage of the curriculum, analysis and moderation of learner results, dealing with inclusive education and diversity, and improving on subject knowledge.

HODs mentioned that they now know what happens in the examinations and how to handle school-based assessment due to the training on examination.

- *“We had more benefits because now we know what’s happening in the examinations ... How should we handle, OK, what we benefitted was how to handle the school-based assessment comparing that with the examination ... how we can avoid irregularities in the examination. The responsibility (of HODs) in carrying out examinations, yeah.” (S2, HOD3)*
- *“The importance of SBA is to assist learners. Like you are checking if learners have acquired the knowledge that they were supposed to acquire during the lessons ... It was curriculum related.” (S4, HOD8)*
- *“... there was curriculum coverage, it was also about monitoring...” (S6, HOD11)*
- *“To monitor the curriculum in these subjects and moderate and give advice where possible and intervene where there's a need with both educators and teachers and also the parents.” (S1, HOD1)*

The principals and area officials mentioned the following when responding to training of HOD on curriculum matters:

- *“That is also a key to HOD because he must make sure that the teacher is in class, ... is prepared and is teaching ... the HOD must monitor ... check how many topics are done ...*

*we had a workshop and I was workshopping them some few days ago ... how to track curriculum ...” (S1, P1)*

- *“Yes, in my opinion. You know there are a lot of changes, subjects keep on changing, now such changes need educators to be acquainted to so I think they must actually be subjected to extensive training in as far as subjects are concerned ... must actually be exposed to such subjects and they need support from the subject advisories.” (S5, P5)*
- *“... subject advisors (SES) are also responsible for curriculum delivery ... where the HOD is maybe not confident on how to approach the topic or assist a teacher ... the subject advisor ... to ensure that teachers do attend the moderations, the PSFs.” (S6, P6)*

In contrast to the responses of P1, P5 and P6, P2 responded to the contrary by mentioning tersely and laughing on the matter when the researcher asked them whether the HODs received training and development on curriculum leadership during PSFs:

- *“No, (laughing) no. No, they are (did) not.” (S2, P2)*

Only one education official had a response to the issue of HODs receiving training on curriculum management.

- *“When we dealt with the one plus five thing for me I think those were workshops but remember we used to call them PSFs but for me those were workshops because they are dealing with a particular content.” (AOB, EOB)*

Curriculum leadership and management should be the most important role of the HOD. It is therefore very important that curriculum management is included as part of the content provided to HODs.

Some HODs also cited dealing with inclusive education and diversity as one of the items included in the training they attended.

### **5.2.3.5 Inclusive education and diversity**

Inclusive education and diversity was the fifth category of the theme on content of curriculum leadership training programmes extrapolated upon in this section. Ware (1995) asserts that inclusive education means the reorganisation of special education in allowing all learners to be included in conventional classrooms and the use of innovative teaching methods. Furthermore, Ware (1995) advances that conventional special education models of teaching are integrated into mainstream education to promote collaboration between educators in conventional and special education in one classroom. It is important for HODs to receive

training on inclusive education and diversity to be able to manage it in their schools. Only two HODs responded that they received training on inclusive education and diversity:

- *“It was productive as in the sense of observing the basic diversity in teaching and learning.” (S2, HOD3)*
- *“I was taught about learners who don’t cope, how to deal with learners who do not cope and then even those that are gifted in your classroom. How you must prepare your lessons to cater for learners with multiple opportunities. The types of activities that you must use in class to capture the attention of those learners.” (S3, HOD5)*

There was no corroboration from the principals’ side that the HODs received training on matters of intervention and diversity. What is recorded are the responses from two principals on what actually happens in the school or what the school expects from the HODs pertaining to inclusivity and diversity. The first principal stated the following, which is not actually training that took place but an expectation by the principal from the HOD:

- *“... they must make sure that the teachers assess and they assess correctly with the standards and levels that are on cognitive levels that are supposed to be in their question paper. And that question paper are standardise ... come up with the strategy...” (S1, P1)*
- *“Yes in terms of intervention ... HOD ... is responsible for after the exam, identify those learners that needs intervention, analyse the results, calculate the average, checking how many learners needs intervention, classify them in terms of expectations ... thereafter we then take the matter to the intervention committee to come up with the composite program then we start to issue that (those) tasks from the office of the principal ... before we do that it goes with intervention as a school we need to indicate to what an extend are we able to assist the learner towards the extend that we engaged the parents” (S6, P6)*

There were muted responses on the issue of diversity from the education officials and the majority of HODs and principals.

Inclusive education is a specialised area of education that most educators, including HODs, are not trained in. Learners with challenges to learning and who learn differently from mainstream learners need interventions to make them perform as much as those who may be regarded as “normal”. The HOD requires some training to be able to deal with such learners as well as the ability to administer and manage interventions where learners need it.

In managing the curriculum, the HODs must also have a deeper knowledge of the content of the subject, hence the need for training.

### 5.2.3.6 Improving on subject knowledge

The sixth category on what the current nature, content and structure of training programmes for HODs in secondary schools are, was that of improving on the content and knowledge of the subject, which is discussed in the succeeding sections of this data analysis and discussions.

For learners to perform at their peak and assist the school to reach its set performance levels, educators need to be at their best. They need to possess the latest and relevant subject knowledge (§ 3.3). According to Zhao (2010, p. 168), “subject knowledge and capabilities: the knowledge and capabilities of curriculum, teaching materials” as well as “expertise: the knowledge and capabilities of educational technologies, class administration, student counselling, new knowledge of education and research; general knowledge and capabilities” are of paramount importance to learner performance and the achievement of curriculum goals (§ 3.3.1). The HOD also has to possess the latest information about the subject or subjects they head to be able to assist their educators on the techniques and approaches of how the subject could be taught (Zakharov, Tsheko & Carnoy, 2016). Educators, inclusive of HODs who are also subject educators, are the main contact that the learners have in order to navigate the schooling maze. If educators possesses superior levels of subject knowledge, provide the best curriculum and have their eyes on instruction, their learners stand a better chance of learning well (Zakharov et al., 2016, p. 108). In support to Zakharov et al. (2016), Kennedy (2016) suggests that professional development can nurture improvement in the educators’ performance. For the purpose of this research, HODs need to be developed in order to possess the latest knowledge of the subjects they supervise. A third of the HODs alluded to having received some subject content training:

- *“... only thing that they normally do is to conduct PSF for HODs for every particular subject like Setswana because ... know that we lack so they usually convene for PSFs for HODs...” (S2, HOD4)*

Like HOD4, HOD8 mentioned that they also received training in subjects they were not trained in at college level. They were trained in Economics, Accounting and Economic and Management Sciences (EMS), but now they have to supervise Creative Arts and Business Studies in which they don’t have formal training or background. The HOD said:

- *“I was trained in Economics, Accounting, EMS but I’m coming to Creative Art and Business Studies. We, I attended the PSF, the workshops so that is where I got my training.” (S4, HOD8)*
- *“Content workshops, yeah!” (S4, HOD7)*
- *“Most of the time it’s content training.” (S5, HOD9)*

Some principals mentioned the importance of receiving training on subject content, although some were a bit sceptical on the issue.

- *“I think they do get help from PSFs because they do call the teacher and the HOD, say for Afrikaans so I think somewhere somehow they do get help or support.” (S2, P2)*
- *“... we profile the educators ... submit it to the Department of Education ... they actually call educators to PSF, professional support forums, that’s where HOD’s are capacitated ... They are content based.” (S5, P5)*

Further responses from other principals were very interesting in that while they had a desire for the development of HODs on curriculum matters, it was just a wish, as they neither provided any training internally nor was there any training the HODs received from anywhere, at least according to their responses.

- *“No, not for now ... I think we should have it ... The HODs need to be serviced for that “positiveness” and to strengthen them, to give them power and also so that they can be empowered...” (S4, P4)*

The education officials were also non-committal on the issue, not even sure whether training is provided or by whom:

- *“I don’t think the Department is doing enough. What I know is that you only hear the department calling the newly appointed HODs but with the ones that were appointed in the past I never hear them calling for such workshops so it is the school that ensures that the heads of the department are empowered ... we cannot expect that because someone has been appointed at a particular level then the person must be knowledgeable.”*

Although the education officials mentioned the PSFs, there was no mention of what is trained at the PSFs.

The content provided in various training, like workshops and PSFs, vary from participant to participant. Sometimes some of the HODs confuse the type of training wherein the PSF, SLP and other forms of training by external service providers like NECT are mixed up and termed workshops (§ 5.2.1.2). It is therefore not easy to conclude what type of training and

content the HOD received from such training opportunities. It is also not easy to decipher whether such training opportunities were formal or informal. Formal opportunities are those that are provided by external service providers and are accredited and certified. Informal ones are those offered internally by the DBE and school principals like in S5. These are not accredited and certified but are crucial in assisting the HOD to perform better in their work. The training offered followed a particular structure.

#### **5.2.4 Structure of curriculum leadership training programmes**

The theme on the structure of curriculum leadership training programmes was the fourth and last theme to be discussed in the quest to answer the main research question on the nature, content and structure of curriculum leadership training programmes. This section must be read with 5.2.2 above, as they carry almost similar content although with different focusses. Paragraph 5.2.2 focussed on the types of training received by HODs while 5.2.4 focussed on the structure of the training as revealed in Table 5.2 below. As discussed in chapter three (§ 3.5.2.3) training in various countries is done at various sites of delivery over a particular period of time and through various modes of presentation, like presentations, interaction, modular, group activities, assignments and examinations (Chepkole et al., 2017; Flückiger, Lovett & Dempster, 2014; Flückiger et al., 2015; Malinga, 2016; Rosenfeld et al., 2008; SACE, 2012, 2013; Simkins et al., 2018; Thorpe & Bennet-Powell, 2014). This happen over various countries across the globe, e.g. The UK, Australia, Malaysia, Kenya, Trinidad and Tobago, as well as South Africa (§ 3.4-3.5 and Table 3.4).

The literature review (chapters 2 and 3) shows how important it is to continually train and develop certain skills and sets of behaviour in individuals (Holt, Hall & Gilley, 2018). There is always rivalry for skilled leaders among institutions, schools included. Organisations such as schools which lack a skilled and competitive work force, like HODs, may find themselves in the shadow of those who have a skilled and competitive work force (Holt et al., 2018). Times and technologies are changing, hence the need for constant development of employees. It is therefore very imperative to come up with curriculum leadership training programmes that will close this lacuna.

The discussions below are about the structure of training received by the HODs at different points in their leadership lifespan. Some received training before assuming positions as HODs, and some at the beginning of their careers as HODs. The discussions also look at what the training was called, length of the training received, who the service provider was, mode of delivery, location (internal or external and whether it was formal or informal, as well as aspects of the training received). The reason for doing this is to demonstrate the

consistency and similarities of the training programmes offered to HODs. The HODs had different responses about the structure of their training. In most of the schools the induction was offered by the local office of the DBE.

**Table 5.2 – Summary and depiction of the structure of training programmes for HODs in secondary schools**

<b>Structure of training programmes for HODs in secondary schools</b>						
<b>Name of training programme</b>	<b>Target group</b>	<b>Duration of training</b>	<b>Service provider</b>	<b>Mode of delivery</b>	<b>Location</b>	<b>Formal (certified) or informal (not certified)</b>
<b>Induction</b>	SMTs	One to two days	DBE officials	Presentations, mainly PowerPoint	Local education offices	Informal – not certified
<b>Professional Support Forums (PSFs)</b>	HODs and subject educators (subject specific)	Two to three hours in a day	Subject advisory in Department of Basic Education (DBE)	Interaction	Local education offices	Informal (not certified)
<b>Self-initiated studies</b>	SMTs and prospective HODs	18-36 months	Institutions of higher learning (universities)	Modular, distance with some block contact	Central location (local education offices or schools)	Formal, assignments, portfolios and examinations (certified)
<b>Short learning programmes (SLP)</b>	SMTs	One week	Institutions of higher learning (universities)	Interaction, modular, assignments, examinations	Central location (local education offices or schools)	Formal, assignments, examinations (certified)

#### **5.2.4.1 Presentation mode**

Some training, such as inductions, are offered through *presentations* (Table 5.2). The concept of induction has already been defined in the preceding sections (§ 5.2.2.1). Most of the participants agreed to having been part of an induction process at the beginning of their HOD career. The HODs agree that the induction was not specifically meant for HODs but for

the entire newly promoted SMTs. The HODs also agree that the induction was a once-off affair that took place over two days. It happened at a central venue. Although the induction is a very crucial way of welcoming incumbents to their positions, it is mostly done in an unofficial capacity, as it is not accredited and certified. The mode of delivery was presentations that were done by officials from the DBE and experienced SMT members of various schools, who shared good practices. HOD9 summarises the above in their responses:

- *“... we were given induction ... in two days ... I think it must be ongoing ... the information was too much, cramped into one day, two days ... Someone was **presenting**, yes. A number of them were coming one after the other presenting about what to expect as HODs. Some were deputies and some principals.” (S5, HOD9)*
- *“... they are doing this for the new HODs ... an induction ... these inductions are training ... people will **tell** you that, in the area when you go there ... deputy principals and HODs were inducted ... yeah, in one group ... a day or two, yeah, and it's not ongoing ... newly promoted ... it does not cater for those who have been in the system”. (S1, HOD2)*
- *“The induction was one day ... for educators who became HODs ... it was **offered** by the department. I think it should happen frequently, it shouldn't be a once-off thing. So to cultivate knowledge and understanding of our duties as HODs it should be an ongoing process. I think follow-up should be done, we need more training ... we need more and more training ... It was for principals, the new principals, the new HODs and new deputies, yes. It was general not specific”. (S2, HOD3)*
- *“Induction with the SMTs ... It was general. There were HODs, deputy principals and principals ... Two days ... there was ... **presentation**...” (S3, HOD5)*

Principals also mentioned that the HODs attended induction which was offered in the form of presentations, or where attendants were told what to do without them having any input. They just went there to listen to others' views. The principals also mentioned that the induction was not specific for HODs, but also for deputy principals and principals. It was offered under one roof for all, even though the three levels of leadership have different areas of speciality. The time-frame was also too short and once-off.

- *“I think it shouldn't be induction only it should be a fully flashed workshop ... it can be a day or two yeah, and it's not ongoing ... this year deputy principals and HODs were inducted so it was a two day **workshop**.” (S2, P2)*

- “... they went for the induction ... It was generically for SMT. Not for HODs but SMT ... we are also complaining about that that how do they combine the HODs and the principals and the deputies ... The format of this meetings, is it you who are **presenting**...” (S4, P4)

Although EOB agrees that induction does take place, the official painted a gloomy picture about the induction process when they stated:

- “... I think we do things for compliance that is the main problem. We have it in our calendar that we are going to induct ... I do not think they are very effective ... the HRD will have to report about something.” (AOB, EOB)

It is important to note that all the HODs agree that the inductions were never specifically for HODs but rather general ones for the whole group of SMTs. HODs also stated that they attended PSFs as part of the ongoing training they receive from the DBE.

#### 5.2.4.2 Interactive and group activity mode

Professional support forums (PSF) are *interactive* in nature. They are platforms where the subject educators, HODs and Senior Education Specialists (SES) for a particular subject converge to discuss developments and challenges, analyse results, and discuss other subject related matters. They take place twice or thrice per term (§ 5.2.2.2). The PSFs are not specifically for HODs but are also attended by educators (Table 5.2). They take place after teaching hours for a duration of about one to three hours. During the PSFs there are discussions and sharing of ideas and good practices about the subject under discussion. Peer moderation is done and decisions on how best to deal with challenges are also discussed. The PSFs take place at local education offices headed by the SES. HOD8 said:

- “We attended the PSF, the workshops so that is where I got training. Maybe in a term it may come (take place) twice or three times ... At the PSF **we talk** about the content but we also look at the challenges, so we also look at the challenges.” (S4, HOD8)
- “... if it's the PSF or the only thing that they normally do is **to conduct** PSF for HODs for every particular subject ... for the educators who teaches a certain subject ... just **advise ... in a professional way** ... It was two hours, it was only one day” (S2. HOD4)

In support of the HODs attending the PSFs, P5 mentioned that:

- “... but normally you know subject advisors (SES) ... they usually call educators to PSFs, Professional Support Forums, that's where HODs are capacitated.” (S5, P5)

- *“... they do **get help** from the PSFs ... Professional Support Forums, subject meetings ... for me it’s minimal, yeah, it’s minimal because it’s from 2 o’clock up to 4 o’clock for somebody who is not familiar with, say Mathematics ... it won’t do so much.” (S2, P2)*

Although their response on PSFs are a bit confusing, the education officials also had a mouthful to say about the PSFs and how they are beneficial to the educators and HODs:

- *“Well they are the same because for professional support forum they are able to turn it into a workshop where they come with activities so that they all understand but the truth for me is that there should be a difference because in my PSF I must deal with everything. I must deal with results, I must deal with content, I must deal with a lot of things attitude and everything. But unfortunately we are using PSFs as workshops”. (AOB, EOB)*
- *“Ok, benefits of the PSF is they close the gap of the knowledge ... strengthen up the level of communication ... heads of the department becomes informed of the present developments and also it address the challenges ... at a very quicker level ... the shortcoming could be the issue of time...” (AOA, AOE).*

When training is provided and there is interaction, whereby participants talk to and advise each other and the presenters present in a professional way, there is a greater chance of the participants having a better understanding of what they are dealing with. Interaction encourages the participants to share information and learn from one another.

HODs do not receive their training from one form of training only, but also from a variety of others, including self-development.

### **5.2.4.3 Modular mode**

Some training are presented in modular mode. This mode mostly applies to areas where the educator is registered for courses or programmes with institutions of higher learning, e.g., universities or private colleges (Table 5.2). During the self-development process, the individual employees who are in leadership positions “initiate, monitor, and evaluate their own leadership development instead of relying on their organisation to construct a development plan for them” (Reichard, Walker, Putter, Middleton & Johnson, 2017, p. 137). Self-development is not only the purview of individuals who are willing to be relevant and possess current skills and knowledge, but is also of great interest to the organisation like a school, who will benefit immensely from the skilled and knowledgeable HOD. It is a form of training initiated by the individual in order to improve their own skills and knowledge about the work they do. HOD8 and HOD9 mentioned that they were enrolled with institutions of higher learning to self-develop. HOD9 said they were enrolled with a university to learn

History as it is part of what they teach. This enrolment happened before they were promoted to an HOD position. The HOD saw it beneficial to be prepared and to acquire skills and knowledge about the subject.

- *“... I'm not well equipped with but I'm studying, I'm going through some of the literature. Because I cannot lead if I don't know anything. I think so. I did History 1, 2, 3 with UNISA and I only started teaching it this year ... I did ACE (Advanced Certificate in Education) in LO (Life Orientation) with the North West University.” (S5, HOD9)*
- *“I am attending the university of UNISA and I'm doing honours in management ... Education Management ... It is general (for SMTs, not specific for HODs).” (S4, HOD8)*

Only one principal actually mentioned that they encouraged their HODs to engage in self-development by encouraging them to enrol with institutions of higher learning by declaring:

- *“I would actually call a meeting and in that meeting I would encourage them to make sure firstly that they develop themselves academically, which means enrol with institutions of higher learning.” (S5, P5)*

Not many responses came forth on self-development from all categories of respondents inclusive of HODs, the principals and notably from both the education officials, who did not mention self-development in their responses at all.

The next form of training and development received by HODs is SLPs.

#### **5.2.4.4 Assignments and examinations**

Short learning programmes (SLPs) are short courses which are not credit bearing, although attendees are required to **complete assignments and write examinations** for them to receive their certificates as proof of attending such programmes (Table 5.2). They are presented outside of the Higher Education Qualification Sub-Framework (HEQSF) (SACE, 2013). Many of the SLPs do not lead to formal qualifications as per the National Qualifications Framework (NQF) (SACE, 2013). They are offered outside formal structured undergraduate and postgraduate programmes. Many universities offer SLPs which are of high quality and are offered in accordance with the Council for Higher Education (CHE). The SLPs are offered to meet specific learning needs identified by society, institutions and or individuals (§ 3.5). They are offered with the sole aim of updating or broadening skills and knowledge in a specific area like education leadership, curriculum leadership, and so forth, enhancing lifelong learning. Attendants of the SLPs have a desire to continue professional

development by upgrading their skills and knowledge in their field of operation. Two HODs from the same school mentioned in their responses that they attended the SLPs:

- *“No we attended some lecture. It was some few days. We had to write some assignment and test (exam) ... the period was too short. It was for newly appointed HODs ... Yeah, we got certificates.” (S1, HOD1)*

HOD2 also from S1 who is a colleague to HOD1 alluded that they attended the same SLP, but could not finish it so he ran away. The HOD also emphasised that the SLP was meant for principals. The HOD further mentioned that the SLP was presented by an external service provider.

- *“... at the end of the day I just ran away you see, all of us ... it was meant for principals ... That’s why I said it is organised by outsiders ... people coming from North-West University but I don’t know how does it come to us, I cannot know if the Department (of Basic Education) arranged it or is it the university on its own coming to us as educators.” (S2, HOD2)*

It is worth noting that none of the principals mentioned SLPs in their responses on the nature of training programmes received by the HODs.

On the other side, EOB admitted that the SLPs are offered to all SMTs but are not specific to HODs (a theme that seems to occur many times in this research). It means that there are no instances when HODs are trained and developed separately from the categories of SMTs. The SLP, according to the official, are provided by external service providers. EOA mentioned that they did not know who organised the SLPs.

- *“It depends. Sometimes it is principals only, sometimes they will say a principal and one member” (of the SMT). (AOB, EOB)*
- *“They do not normally take the whole SMT.” (AOB, EOB)*
- *“I am having a limited knowledge regarding to how those short training programs are being organized...” (AOA, EOA)*

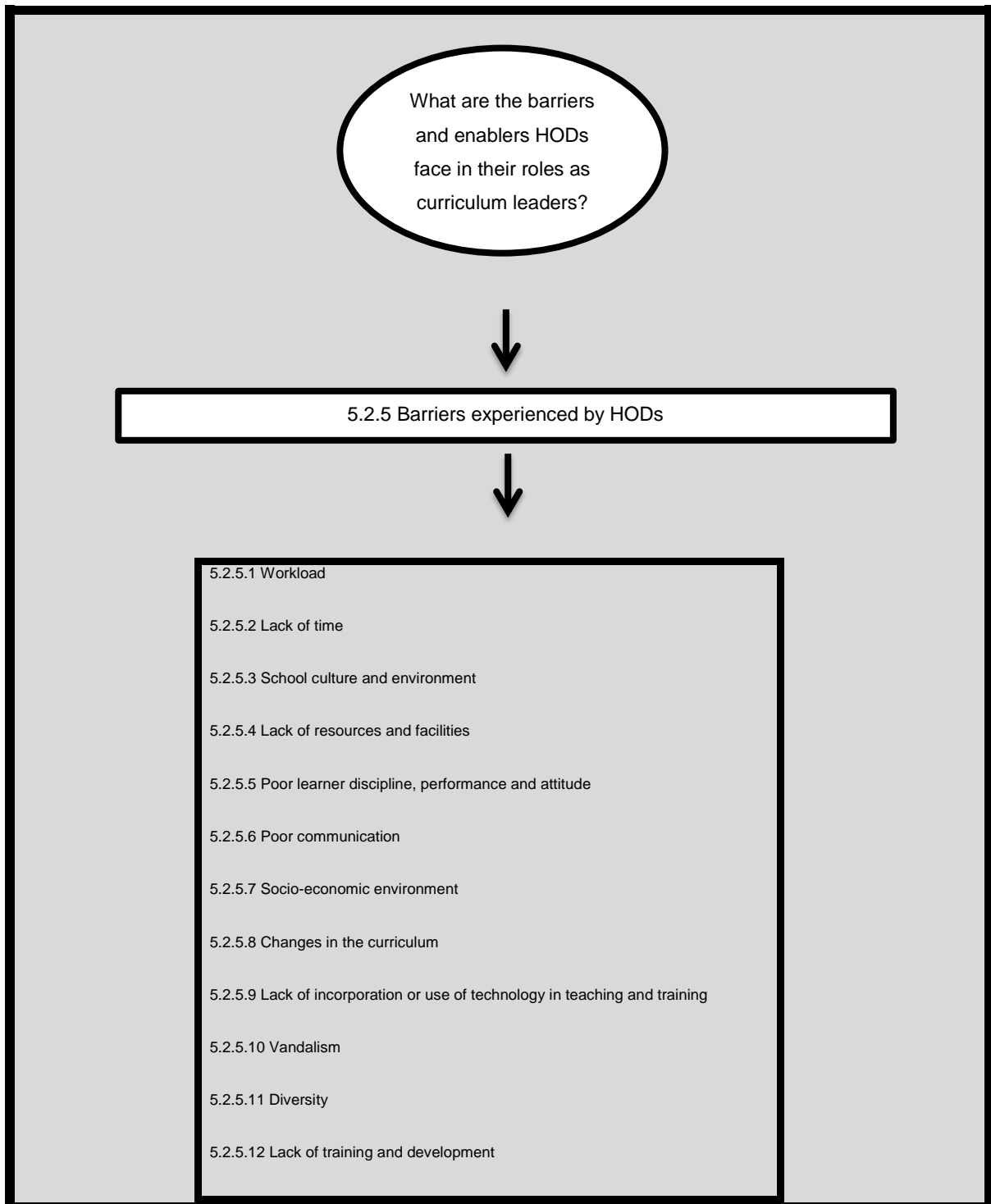
Although this is a common mode of presenting distance courses, not many participants mentioned it as a mode of presentation in their responses. The SLPs do not occur frequently, and the HODs have no idea how and by whom they are organised.

HODs experience different barriers and enablers when carrying out their curriculum leadership roles. In the next section the barriers encountered by HODs in schools are discussed.

### **5.2.5 Barriers experienced by HOD**

There are many sources of barriers that are experienced by HODs. Barriers are impediments that can happen in an employee's daily work, like that of the HOD (Leithwood, 2016). The barriers present themselves in various ways, forms, and at various stages (§ 2.8.3.2). The barriers can be from the HODs themselves or from other sources within the HOD's working environment (Leithwood, 2016, pp. 124-127).

**Figure 5.3 – Barriers experienced by HODs**



Barriers experienced by the interviewed HODs is theme five of in the discussions and analysis of data, and is subdivided into twelve (12) categories as depicted in Figure 5.3 above and discussed hereafter. The theme sought to answer the second research question ***“What are the barriers and enablers HODs face in their roles as curriculum leaders?”***,

to reach the third research aim on ***“exploring the barriers and enablers HODs face in their roles as curriculum leaders”*** and to answer the interview question ***“What barriers/problems/impediments/challenges related to curriculum leadership do HODs experience?”***

The categories are: workload; lack of resources; school culture and working environment; lack of resources and facilities; poor learner discipline; performance and attitude; poor communication; socio-economic environment; changes in the curriculum; lack of incorporation or use of technology in teaching and learning; vandalism; diversity; and lack of training and development.

The first barrier to be discussed was workload.

#### **5.2.5.1 Workload**

Workload was the first category of the theme on barriers experienced by HODs to be discussed. In most of the published research reports on causes of early termination of work, workload or overload and burnout are cited as reasons for employees to leave their work (Thomas, Bantz & McIntosh, 2019). Many educators, including HODs in this research, cite unmanageable workload and added responsibilities as barriers to their work (Torres, 2016).

HODs lamented the fact that they have piles of work to do. The workload issue was also confirmed by principals of all the HODs interviewed for this research. Most HODs complained that they have to teach and supervise a number of subjects, even those that they are not trained for. The HODs viewpoint is that they should be a specialist of one subject. They want to be experts in those subjects as they think that that will minimise their workloads. One HOD mentioned that she oversees four subjects and that made her work as HOD very difficult as they can't focus, but are still expected to perform. The reduction of educator posts and educator resignations also have a direct bearing on the workload of HODs, because most of the positions are not filled due to a lack of matching educators or the system being too slow to fill the positions. Most HODs also lamented having too much work in order to analyse each learner and come up with intervention where learners are not performing. The HOD's workload is also exacerbated by overcrowded classes.

- *“... there are learner books ... go to class, do class visits and also have piles of work of my own.” (S1, HOD1)*
- *“Okay we look at the levels of achievements. The highest level is level seven so we strive at getting this hence we go extra miles. Sleepless nights and working over weekends.” S2, HOD3)*

- *“The first barrier is the workload ... I teach Physical Science ... Grade 10, Lit (Mathematical literacy) Science grade 8, Natural Science grade 9 ... it's only the workload that is a barrier yes.” (S3, HOD5)*
- *“I am running most of the times yes there's lots of work. You want to deal with this, there's this, there's this so time is really a big the problem. Some of the times I submit late as HOD most of the times because of time and lots of work yes.” (S6, HOD11)*

It is worth noting that a third of principals from all sampled schools, S1-S5, also mentioned workload as a barrier experienced by the HODs. The other third did not mention workload in their responses. The following principals coincidentally mentioned workloads as the first barrier:

- *“The first one I think it's (is) lot of work.” (S4, P4)*
- *“Yes, and the workload also. The workload, you'll find that the HOD's workload is similar to that of the PL1 yes.” (S2, P2)*

In contrast, one principal held a different view on the issue of HOD workload and lengthily explained:

- *“According to me I can say that they are under-allocated ... there will be a HOD who has more depending on the subjects and number of learners ... But you will agree with me if I'm teaching Maths as a HOD and I have 2 classes to teach it won't be the same as a HOD who are teaching Physical Sciences two classes. The Maths is more with one, because with Maths we have 10 periods per week and then Science is 6 periods per week. So you see at the end of the day they are all HODs but one has more and the other one has less but they fail to understand that and that is where there are some clashes. But according to me in my institution they are not over-allocated but they feel that they are overloaded because they are unable to compare it with other schools because we are fortunate to have extra five teachers ... we are also fortunate to have five extra teachers so you see we have 10 extra hands and that is why they are ... not over-allocated.” (S1, P1)*

Although HODs and some principals lamented workload as a barrier, education officials did not mention workload in their responses to the question on barriers. To make matters worse, the workload of HODs is compounded by the lack of time to do their work.

#### **5.2.5.1 Lack of time**

The second category, which is lack of time, was category two of theme five on the barriers experienced by HODs in carrying out their curriculum leadership roles. Lack of time is one factor or barrier that hinders employees like HODs to perform their work or leadership roles

(Murphy & Bleiberg, 2019, p. 56) (§ 2.8.1). An overwhelming number of respondents mentioned lack of time as a barrier to them being able to carry out their duties (§ 2.8.3.2.3). Thorpe and Bennet-Powell (2014, p. 53), as postulated in chapter two (§ 2.8.1), mentioned that lack of time is aggravated by competing priorities. The HODs recounted their experiences as follows:

- *“Let me start with time management ... You know, we are called time and again. Go to PSF ... you are away, can I say as an educator or as a HOD I also teach ... learners are left behind...” (S5, HOD9)*
- *“One other thing, time management. There is so much to do here in that we somehow do not meet timeframes of completion of expected tasks, because we have these challenges like there are more meetings, departmental meetings during working (hours).” (S2, HOD3)*
- *“... the time table is full ... one teaches the highest, 40 periods...” (S1, HOD2)*
- *“I don't have enough time but since in our school we have afternoon study I utilise that time for performing my other tasks.” (S4, HOD8)*

A third of the interviewed principals mentioned lack of time as a barrier for HODs in their responses. In support to the HODs on the issue of lack of time as a barrier, the principals mentioned:

- *“So really there's no time for us.” (S2, P2)*
- *“Sometimes they knock-off at later stage, sometimes also during Saturdays. Even during the holidays. They sometimes come to school to come and try to push up the work that is left behind but even though they don't cover it because it's a lot.” (S4, P4).*

The education officials did not include lack of time in their responses to the question on their opinions on barriers experienced by HODs. The HODs' lack of time is a serious concern as they are unable to complete their tasks and roles on time. They resort to completing outstanding work after-hours, during weekends and during school holidays, taking away personal and family time for their teaching.

The school culture is also an impediment in HODs carrying out their official duties.

#### **5.5.5.2 School culture and environment**

School culture and environment was the third category of the theme on barriers experienced by HODs to be discussed and analysed. An organisation that resists cultural changes or lack of peer commendation creates barriers to its personnel (Jun, Kovner & Stimpfel, 2016).

Employees like HODs who possess a positive attitude and self-belief who could assist in improvement of work culture, would feel discouraged if the work milieu is not conducive. Jun et al. (2016) further argue that a lack of clear communication among colleagues is also a gargantuan barrier.

More than a third of the HODs mentioned that the negative culture and environment in their schools hampered them in performing their work. Sometimes non-compliance is also a problem as it is not a norm to plan, or existing plans are not implemented as mentioned by HOD4. HOD2 lamented that he felt that some educators don't want to work with others, wanting to work alone and not sharing information with others, while HOD6 expressed their experiences on the forming of cliques in their school. HOD1 mentioned that some educators do not want to be led and feel that they can work on their own without leadership.

- *"... it's none-compliance and even ourselves as SMT ... also leaves much to be desired, yes..." (S2, HOD4)*
- *"They have a problem of sharing, it's problem. Sharing is there but with force ... I am trying bit by bit and coming closer so that they must share so that it is the learners who benefit not the teacher, you see that?" (S1, HOD2)*
- *"I would say yeah, there are cliques here in this particular school." (S3, HOD6)*
- *"The willingness to do the work they are supposed to do. Some are doing it and some are dragging their feet ... some say they can work on their own, they don't want to be led." (S1, HOD1)*

In one school, the principal mentioned the existence of a toxic culture where the educators demonstrated some level of resistance towards HODs, with educators not complying with instructions and deadlines due to personal and professional vendettas:

- *"... sometimes there is resistance from educators they do not comply ... especially if it's an internal promotion. They say we are contesting so if the person wins that post some will not listen to him or her so those are the barriers..." (S2, P2)*

Again, the education officials did not mention negative school culture in their responses. School culture and environment becomes toxic and unproductive if it is negative and educators and colleagues are not cooperative and work as individuals, not as team members.

Lack of resources is also one of the barriers HODs experienced.

### 5.2.5.3 Lack of resources and facilities

The fourth category of the theme on barriers experienced by HODs to be discussed and analysed was lack of resources and facilities (§ 2.8.3.2.2). Without resources to help them to carry out their duties, employees like HODs find it difficult to perform at their peak (McIntosh et al., 2014). Overwhelmingly, most HODs said they experienced a lack of one or the other type of resource. HODs, like HOD8, declared a lack of textbooks as a barrier. The HOD mentioned that there is a lack of Economic and Management Sciences (EMS) textbooks in grades eight and nine, making it difficult for learners to work on their own. Another HOD also supported HOD8 in their responses:

- *“Like when I check learners in grade eight and nine they lack EMS textbooks and it is not easy for them to pass when they don’t have textbooks because they can’t just rely on the notes they are getting from the teachers.” (S4, HOD8)*
- *“... there are no textbooks. No textbooks. It’s a very big challenge.” (S3, HOD6)*
- *“A lack of resources, particularly textbooks.” (S1, HOD1)*
- *“... because of the financial challenges around here we improvise by photocopying, this is unlawful, I reproduce information that I think to be important and can be helpful to learners.” (S2, HOD3)*

Not all principals and education officials mentioned shortage of materials including textbooks as barriers or impediments for performance of HODs.

The other impediment experienced by HODs is learner behaviour, discipline and performance.

### 5.2.5.5 Poor learner discipline, performance and attitude

This was the fifth category of the theme on barriers experienced by HODs to be discussed and analysed in the research. Learner attitude impede HODs work, particularly where there’s a lack of culture of learning among the learners (Abeygunawardena & Vithanapathirana, 2019, p. 159). According to the HODs in conversation with the researcher, it seems that the learners are doing the teachers a favour by being at school, and need payment for that. Poor learner behaviour and performance would also include learners not doing or completing their work, as well as learners not prepared or poorly prepared for examinations (Ofori, Tordzro, Asamoah & Achiaa, 2018). HODs also stressed that in some schools they experience learners who use drugs (Ofori et al., 2018, p. 109), lamented their frustration on the lack of

discipline by learners who can't even do their own work and displayed lack of seriousness in their school work.

- *“Discipline studying (raising hands in the air). I don't know it's more like they are not willing to come to school. It's like they are forced, they don't see a reason why they should be here (at school). I'm surprised of the type of learners that I teach.” (S5, HOD9).*
- *“You find that there are learners who are not submitting, not submitting at all and there are those who are not submitting in (on) time ... you'll find out that it's only because learners don't listen, they are disruptive. They end up performing badly. So that situation of discipline that we have here is the one that should be addressed time and again ... but usually they don't change.” (S6, HOD11).*
- *“We experience the issue of discipline in the schools although they are trying to address it but it doesn't come right.” (S1, HOD1).*
- *“... And then drugs, to me it's a general problem in all of the schools there is no school that does not have learners who use smoke and drugs who do this and that it's how to deal with those learners yeah.” (S2, HOD4)*
- *“You know sometimes you will give learners work to do and preparing them for the examinations but some of them they don't do, but then you are not allowed to chase learners out during the lesson you can only maybe discipline them during breaks or after hours and then immediately after school the learners goes home so we don't have a chance to punish them and do whatever.” (S4, HOD8).*

The principals and education officials made no mention of poor learner discipline, performance and attitudes as a barrier experienced by the HODs in their respective schools.

Poor communication also leads to HODs not being able to perform well in their work.

#### **5.2.5.6 Poor communication**

The sixth category to be discussed under the theme on barriers experienced by HODs to be discussed and analysed in the research was poor communication (§ 2.8.3.2.2). According to (Aravena, 2017) communication is a crucial means for the realisation of aims and vision of organisations like schools. Where there is poor communication, there is bound to be problems emanating due to such a practice. It is therefore very important that HODs are engaged in positive and active communication with their teams and stakeholders. Poor communication leads to an information bottleneck (Ghavifekr & Ibrahim, 2014). If the educators do not share information, it may lead to the department and school not performing

well and not meeting internal and external deadlines. More than a third of the HOD respondents mentioned poor communication and lack of information sharing as a barrier they experienced at their schools.

One HOD mentioned that in their school there is a strict protocol of how information should flow, but educators overstep the protocol to share information with the principal before they can do so with the deputy principal or the HODs. In another instance the HOD lamented the fact that information is sometimes leaked to the wrong people, and sometimes there is non-adherence to agreements, where changes are effected without consultation. It was also mentioned that sometimes they hear about certain information in the corridors of the school. The other HOD bemoaned the fact that some educators do not want to share information with their fellow colleagues, unless they are confronted. Another HOD also cried foul of the poor communication channels and non-adherence to protocol by educators.

- *“From the level of a teacher she must go to the HOD, the HOD must go to the deputy, the deputy must go to the principal but sometimes you’ll find that the teacher won’t tell you anything and you hear it from the principal, yes.” (S3, HOD6)*
- *“Yeah we plan together but somehow, somewhere information leaks. And sometimes when we agree on something then at a later stage the principal changes it without consulting ... No it’s through corridors; we don’t know what is going to happen.” (S4, HOD7)*
- *“They are having a problem of sharing, it’s a main problem. I’m teaching now GET, I experience a problem with other teacher, he’s refusing to share with me any information...” (S1, HOD2)*
- *“The barrier, the communication line, the protocol, the protocol yes ... And this affects the planning of the SMT...” (S2, HOD4)*

A third of the interviewed principals mentioned poor communication as a barrier experienced in their schools by HODs. Confronted by the researcher on the issue of poor communication experienced by HODS, one principal was quick to point out without denial that they also have challenges with poor communication like in all institutions. The other principal whose response was recorded pointed out the importance of training the HODs on communication:

- *“You’ll agree with me that in all institutions there will be a problem with communication ... in all the departments ... how do we look at it and how do we receive it ... that’s why you know there’s a conflict.” (S1, P1)*

- *“... look one of the things that I've addressed since I arrived here is to educate my HODs to teach the teachers lines of communication that a teacher cannot come to me for leave if not having engaging the HOD...” (S6, P6)*

- While there was a lot of mention on communication and information in the responses from the education officials, none of them mentioned the two concepts as a barrier to HODs.

In a number of instances HODs also experienced the socio-economic environment of the school as a barrier.

### **5.2.5.7 Socio-economic environment**

Category seven of the theme on barriers experienced by HODs was the socio-economic environment. The socio-economic environment is matched to the school, learner, and community or a family's locus in a hierarchy according to access to wealth, power, and social status (Gustafssonab, Nilsenc & Hansena, 2018, p. 16). That is why in South Africa schools are categorised according to quintiles (Table 4.1). The interviewed HODs revealed that learners come from poor backgrounds and some of them are even from child-headed families where learners themselves are the head of the family. In the greater scheme of things, such learners may not cope with the challenges of the school day as their minds are pre-occupied by other matters beyond the school yard. Naturally, the HODs and teams of educators must go the extra mile to accommodate such learners and see to it that they also succeed in their studies.

Just over a third of the HODs mentioned socio-economic environment in their responses. One HOD shared their experiences showing some emotions, another mentioned that some learners are from child-headed families and this is a burden to the learners themselves and to the educators as they need extra attention. Another HOD pointed out that some learners cannot study at home as they need assistance from their parents during studies. The parents cannot help as they are illiterate. In most instances the schools are found in poor communities which are categorised under quintiles one to three (Q1-Q3), which means the parents do not have to pay school fees due to their economic statuses (§ Table 4.1 and Table 5.1).

- *“You'll find that these learners (they) come from poor families, very, very poor you see for them to write something here or at home is very difficult. They are living in a shack they can't do their work. You call the parents here, the parents sometimes they can come and sometimes they don't come at all. So you are alone with the problem, you don't know how to address this problem because you can't shelter the learner. Here's a problem on a learner,*

*the problem emanate from home, so the only person who can help the learner is the parents.” (S1, HOD2)*

- *“There are lots of learners here that don’t have parents, yeah; they stay alone so such learners need assistance ... We make sure that each and every day they take food from the kitchen.” (S4, HOD7)*
- *“... most of the parents are not literate so learners have to be taught from the home front not only at school. They have to be encouraged to do work at home so now studying becomes a problem.” (S2, HOD3)*
- *“It’s just that complaints are always there especially with the donations to the school fund because the school is in a poor village and then they are not supposed to be paying school fees ... it’s just that it’s a very poor community and it’s a no-fee school...” (S4, HOD7)*

As in the preceding category, there were no mention made by principals and education officials on how the socio-economic backgrounds of learners affect the work of HODs.

One other barrier experienced by HODs is the changing curriculum in the country.

#### **5.2.5.8 Changes in the curriculum**

The discussions in this section are based on the eighth category of the theme on barriers faced by HODs in schools. Through the changes that took place in the education system since the advent of democracy in 1994 (§ 2.2.5), the South African society wanted to relook deeply at the type of citizen it wanted to mould through its education policies and curriculum (DBE, 2009a). The South African education landscape has been changing since 1994 (Schmidt & Mestry, 2019). Ever since then, curriculum has also evolved after almost every five years(Kumar, 2019). It is important for the HODs to keep up with the changes and implement them. The questions is whether the HODs were trained enough and prepared or ready enough for these changes, or if they struggle to implement these immense changes as curriculum leaders. When asked whether they have received any curriculum leadership training as HOD, particularly for the subjects they head since new subjects were introduced for the FET under CAPS (§ 2.5.2.5), one HOD was emphatic in their response in the negative. Some HODs felt helpless and pointed out that they needed training on the changes:

- *“Not yet... and sometimes you even monitor subjects that you are not trained for and because now there are limited number of HODs for the number of subjects and classes...” (S1, HOD1)*

- *“Yeah personally because there are changes in the system I need constant training.” (S2, HOD4)*
- *“... The curriculum is changing all the time so I have to be informed yeah ... Yeah new techniques of teaching and approaches yes ... The current developments yeah...” (S3, HOD6)*
- *“Curriculum leadership is all about having knowledge about what the curriculum entails especially CAPS.” (S6, HOD12)*

There was no denial that the changes in the curriculum in South Africa were a big challenge in the work of HODs and other education professionals, and that it should be contended with as a barrier as also mentioned in the principals’ responses.

- *“... training in CAPS was not enough yeah so it will be a blunder to go into the classroom nowadays.” (S2, P2)*
- *“... Yes, in my opinion. You know there are a lot of changes, subjects keep on changing, now such changes need educators to be acquainted to so I think they must actually be subjected to extensive training in as far as subjects are concerned ... educators in the secondary school must actually be exposed to such subjects and they need support from the subject advisories.” (S5, P5)*

The education officials also had some concern on the lack of the capacitation of HODs on the latest developments in education. They also mentioned that training is needed as learning takes place continuously and changes in the schooling system should be mitigated against (§ 3.2.1) with current knowledge.

- *“They need to be well equipped with the necessary skills but due to you know allocation of head of department within schools and alike there are serious challenges. You will find that one HOD is responsible for six subjects. Out of those six subjects the HOD only knows one. You can imagine the level of planning that is involved in that, monitoring and the moderation. That is being compromised allot.” (AOA, EOA)*
- *“... And we learn every day ... Ok, benefits of the PSF is they close the gap of the knowledge that the teachers might be having, it strengthen up the level of communication because both teachers and heads of the department becomes you know informed of the present developments and also it address the challenges regarding performance of learners at a school level in all the subjects so to say.” (AOB, EOB)*

Changes in the curriculum need to be managed well. If not well managed, they can affect the performance and confidence of educators, which may translate into poor performance of

learners. Change is inevitable, but when poorly managed, may render the school underperforming as the educators will not know what to do and who to consult in times of uncertainty.

Schools have to incorporate the use of technology in their teaching. It is important for educators to have and use this technology.

#### **5.2.5.9 Lack of incorporation or use of technology in teaching and learning**

Lack of incorporation or use of technology in teaching and learning was the ninth category of the theme on barriers faced by HODs to be discussed and analysed. In today's fast-paced world, technological advancement needs to be incorporated in teaching and learning to teach and prepare learners to be able to use technology in the work place. Without the use of technology, educators cannot reach the aim of education, which is to prepare the learner for 21<sup>st</sup> century advancement (Hinostroza, 2018). Educators also struggle if such technology is not made available to use, as most of the work learners do at school can be accessed on search engines like Google, Firefox and Chrome. Research for projects and homework can also be done using these search engines. Hinostroza (2018, p. 99) asserts that empirical evidence shows that many learners and educators lack the technological and digital skills obligatory to make effective use of the gadgets, which greatly limits the possible impact in schooling. Lack of knowledge and incorporation of technology into the classroom can have adverse consequences for how learners learn.

HODs expressed concern over the lack of ICT in the schools. Some mentioned that it is available but they were not able to use it due to a lack of knowledge.

- *“OK, if I go back to the barriers again, you know we are living in the 21<sup>st</sup> century so I think learners must have access to the internet and other resources like PCs and everything ... currently we don't have access to the internet...” (S4, HOD8)*
- *“The others are already there like the use of computers, laptops and e-learning. These things are already there, it's just that we don't have enough time to go and learn there ... you must learn first before you implement so we don't have time to learn so you can't implement.” (S1, HOD1)*
- *“Okay, systems at the moment has go electronic so the learner of the twenty first century being it small on gadgets you know so now that is the greatest challenge on our part because we still use more of the chalk and talk methods so the school where I am at (name of school)...” (S2, HOD3)*

- *“Yes and of course we don't have gadgets, the laptops we do have to use the chalkboard.”*  
(S3, HOD5)

Principals also mentioned that the use of technology in education is a barrier experienced by HODs, and emphasised the need to incorporate technology in their work and introduce it to the other educators:

- *“One need to know the differences, what are the changes nowadays we're talking technology and if a HOD can't work with a computer it's a problem.”* (S1, P1)
- *“... as an HOD you need to make sure that you are at least in par with the new developments because the approach cannot be the same ... In the past teachers relied on the chalkboard there were no computers, today we have computers. There's a technology world, they must be in line with technology. They must be in line with the new resources that we are using in school like the interactive boards. They must know how to download, how to send using the EBS and so on.”* (S6, P6)

During the conversation and in their replies to the researcher, the education officials did not mention how the lack of integration of ICT could be a barrier to HODs.

The HODs also experienced vandalism in their schools.

### **5.2.510 Vandalism**

The tenth category to be analysed and discussed was vandalism. Vandals intentionally destruct and deface property that does not belong to them. Sometimes they seem to act for pleasure while at some stages they do that for their own benefit, such as selling the property they vandalise (Pfattheicher, Johannes Keller & Knezevic, 2018). As far back as the early 2000s, researchers had already written about the effects of vandalism in schools. Back then, researchers like De Wet (2004, p. 206) mentioned that “school vandalism has negative economic, psychological, and educational implications for education. On the other hand, well-cared for school facilities, furniture and equipment, as well as clean toilets, are conducive to a healthy teaching and learning environment”. There is a great deal of vandalism, stealing and burglary in schools, particularly of computers, laptops and tablets. These scarce, hard-to-come-by and expensive resources like tablets and computers are stolen, making it difficult for the advancement of the use of ICT to be implemented in schools and making it hard for the schools to replace them. These sentiments on vandalism were echoed by HOD3 who was the sole respondent to mention vandalism as a deterrent:

- *“... Ok, when I came here I found that they had gadgets for learning ... now because of vandalism and burglary now that puts teaching and learning at a disadvantage on the side of*

*electronic teaching. So projectors have been stolen, laptops each with PowerPoint system (projectors and screens) have been stolen because of burglary in the school, that is the greatest challenge.” (S2, HOD3)*

Surprisingly even though vandalism is a big concern in South African schools, it was only HOD3 who mentioned it as a barrier they experience in their school. No mention of the barrier was made by the rest of the HODs, principals and the education officials.

Diversity is also a challenge for HODs as a day to day experience.

#### **5.2.5.11 Diversity**

The eleventh category, diversity, was the next to be analysed and discussed. The understandings and practices of secondary school teachers concerning teaching about diversity should be matched to the school's contextual factors. These factors include learner and educator grouping and background (Sincer, Severiens & Volman, 2018). Educators have different attitudes towards and how they value education. This researcher argues that there are educators with different work ethics and approaches to work, whom the HOD has to lead and interact with on a daily basis. Educators differ in terms of age, levels of education and experience in the field of education, as there is also novice against experienced educators. The understanding of each other is limited to one's background, social status and philosophy of life. When asked what examples of diversity they experienced, HODs mentioned the age gap, working with people from different backgrounds, working alone and not as a unit and disregarding team work and the forming of cliques in the school:

- *“Maybe the age gap!” (S5, HOD9)*
- *“Yeah, as an HOD we experience a lot of things like for instance ... different culture ... some are Christian ... they mix in one school ... sometimes there's a lot of conflict within the department ... you must make sure that they must know that they are one big family.” (S4, HOD7)*
- *“It can be a barrier because I mean as educators they must supplement one another other than they want to share, always working alone but it's not good because you don't learn from the others.” (S1, HOD1)*
- *“I wouldn't say yeah there are clicks here in this particular school yes ... Only those things are going with age, I would say its age.” (S3, HOD6)*

The quoted principals advised that the HODs must have a feeling for different educators and know how to deal with them to get the best out of them, otherwise they may stall progress in the department:

- *“And the HOD must have a feeling of (for) the people, he must understand the teachers in his department and know exactly how to approach them differently because we are not the same so if HODs are able to learn how one behaves and be able to approach that person correctly and he will win. Because sometimes it depends on how he talk to them and they'll end up having a problem, they listen but they won't do what we ask them to do.” (S1, P1)*
- *“Yeah they must know that they are working with different personalities obviously they must accept that we are not the same yeah they must, what can I say?” (S2, P2)*

EOA, almost in agreement with what the HODs and principals said about diversity and recognising the difference in people and how that affects the HODs' work, mentioned:

- *“One of the barriers that the head of department is coming across is when the individual levels at the school level has got personal problems either from the social aspect or from home and undergoing through drugs, undergoing through illnesses, undergoing through stress and depression. Obviously such a person is not fit for the work”.*

Although dealing with diversity is an important issue in schools, there was a low frequency of responses from the principals and education officials.

The most important barrier and one which has a direct bearing on this study is a lack of training and development experienced by HODs.

#### **5.2.5.12 Lack of training and development**

The twelfth and last category in this discussion was a lack of training and development. By implementing training and development, organisations like schools assist in empowering their employees such as HODs and turn them into lifelong learners (Sartori et al., 2018) (§ 3.2). The opposite is also equally true. If HODs are not well trained, they will not be well-equipped to carry out the mandate bestowed upon them. Almost all HODs lament the fact that they received little or no training, with induction being the main type of training they received and having happened only once, offered by the DBE. The HODs vigorously stated:

- *“We lack development ... training. Since we had the induction the first week (after promotion to HOD position), we lack development.” (S4, HOD7)*
- *“Lack of training is a barrier, yes!” (S4, HOD8)*

- *“No. It was just only the workshops from the subject advisor, the area office calling somebody to come and talk with us, actually the subject advisor.” (S1, HOD2)*
- *“... to cultivate knowledge and understanding of our duties as HODs it should be an ongoing process ... We need training yeah we need training on the part of the HOD ... we need more training because when you are in the actual situation you meet challenges and under challenges are those that need consultation.” (S2, HOD3)*
- *“I think most of the HODs as far as my experiences are concerned we have never been workshopped...” (S6, HOD12)*

Principals did not mention lack of training as a barrier in their responses to barriers experienced by HODs, while both education officials acknowledged that there were shortcomings with the training and or induction of HODs. The officials also acknowledged that HODs do need to be developed to face the challenges at work:

- *“Inductions ... for example heads of the department like they have indicated the time frame on its own is very short because it is expected that for a period of a year the principal has to evaluate the head of the department for a period of a year that they call it a probation period to check if the head of the department is fit for the work ... They need to be well-equipped with the necessary skills but due to you know allocation of head of department within schools and alike there are serious challenges.” (AOA, EOA)*
- *“Well it depends how we define training in the Department of Education. I heard people are talking about training but we just have orientation honestly.” (AOB, EOB)*

The need for training cannot be overemphasised. If HODs are not prepared for their curriculum leadership roles, they may be found wanting and may be frustrated by the demands of the position. The incumbents also need constant training as part of in-service training and life-long learning.

HODs are not just experiencing barriers in their respective workplaces, but there are also enablers that assist them to be productive and do their work with ease.

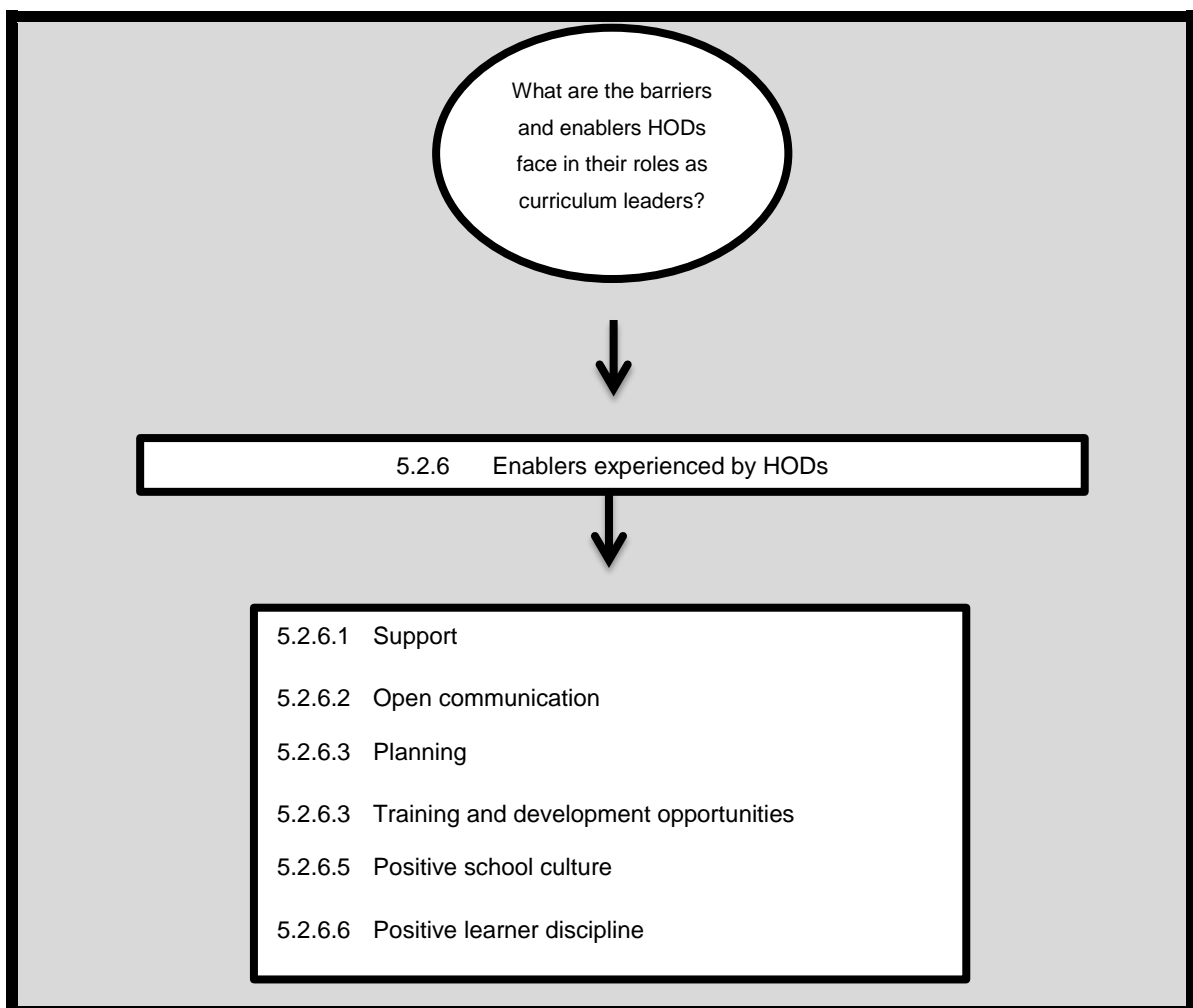
### **5.2.6 Enablers experienced by HODs**

Enablers experienced by HODs is the sixth theme which sought to answer the second research question **“What are the barriers and enablers HODs face in their roles as curriculum leaders?”**, to reach the third research aim on **“exploring the barriers and enablers HODs face in their roles as curriculum leaders”** (§ 1.6) and to answer the interview question **“What enablers related to curriculum leadership do HODs**

**experience?”** The theme was divided into seven categories which are extrapolated upon in the succeeding sections.

Enablers are conditions that make it possible for the HODs to carry out their official duties without hindrance (Sancha, Longoni & Giménez, 2015) (§ 2.8.3.1). The enablers pointed out by the respondents during the interviews are: support; open communication; planning; training and development opportunities; positive school culture; and positive learner discipline. The enablers experienced by the interviewed HODs are depicted in **Figure 5.4** below and subsequently analysed and discussed thereafter.

**Figure 5.4 – Enablers experienced by Heads of Departments**



### **5.2.6.1 Support**

Support was the first category of the theme on enablers experienced by HODs. There is no doubt that support is one of the enablers for leaders' or subordinates' better work output. Support from school leadership, especially by principals, plays a crucial role by assisting with

challenges in different departments. Principals also encourage HODs and enhance their performance in schools (Pinkelman et al., 2015). The assertion in the preceding statement is bolstered by recent research (McIntosh et al., 2014) (§ 2.8.1.3) which put emphasis on support for better curriculum management and learner performance, as mentioned by almost all of the HODs in their responses, as recorded below:

Referring to the school principal's support, HOD2 mentioned:

- *"... the support from the principal ... I've got the support from him..." (S1, HOD2)*
- *"So if I have challenges I go to them and they provide me with any assistance of any kind." (S4, HOD8)*
- *"During SMT meetings we talk about the things that we are going to do and even the challenges that we experience in our different departments. And the good practises we share with each other." (S3, HOD5)*
- *"Support from the SMT is there..." (S2, HOD4)*

Support to HODs was also mentioned by almost all the principals. It was also mentioned that HODs receive support from various external stakeholders. Principals responded that in their school they sit together with the HODs in a meeting and share their challenges, particularly with learners' lack of discipline. They share ideas on what best approach to use, but end up going together to the class which is deemed troublesome to show support to the HOD in question. Other principals mentioned that they gave support to their HODs if they encounter any problems with their educators, especially those that do not submit their work on time. The principal also alluded to the fact that there is also external support given to HODs in the form of PSFs:

- *"... we had such a problem in our department ... a challenge of a particular class and it was reported by a HOD ... the whole management and we go and talked to the whole class the whole day showing them what we like about them and what we don't like about them ... the whole SMT will be assisting the HODs in order to make sure that doing their work it becomes easier." (S1, P1)*
- *"... the support that we give them is when teachers are resisting ... you intervene as a principal ... they do get help from the PSFs because they do call the teacher and the HOD ... somewhere somehow they do get some help or support." (S2, P2)*
- *"Yes I give them support..." (S4, P4)*

Although EOA mentioned support in their responses, they were not specific to mention what is done in terms of the support given to HODs, but mentioned what is expected to show support for the HODs. The official also mentioned that it is reciprocal, in other words that although the HOD expects to be supported, they also must support others:

- *“For an example it is the duty of the head of the department to support his teachers, so that the performance could be realised. At the same time it is expected that the deputy principal is the head of the curriculum in the school he is supposed to be supporting the heads of the departments. Same applies to the principals. But you will find that somewhere along the way this line of arrangement that is expected is not realized due to a number of reasons.” (AOA, EOA)*

When supported, HODs are able to perform their work with ease knowing that they have backup and have a shoulder to cry on in times when they experience both professional and personal challenges.

Open communication channels were also mentioned as an enabler experienced by HODs in their respective schools.

#### **5.2.6.2 Open communication**

Category two in the discussions and analysis of theme five was open communication. Communication is a daily occurrence and is reciprocal. As part of their roles and responsibilities, HODs are expected to communicate with those they lead and come into contact with (Ghavifekr & Ibrahim, 2014). They are expected to share information with both their colleagues and SMT on learner performance and subject coordination on the one hand and educators on the other. When implemented and used correctly, effective communication by the HOD is to be actively involved in establishing networks (Wiles, 2009), creates understanding, and discusses planning of the department and school. As put by Wiles and Bondi (2007) and Wang and Shen (2017) communication creates channels for group and departmental activities, positive and effective collaboration, assist in the management of time, resources, conflict resolution, collective decision-making, and also creates harmony among stakeholders (§ 2.4.2.4).

The interviewed HODs mentioned that communication assists them to share information during internal workshops and creates an opportunity to listen to each other. It takes place during morning briefings where expectations of what is to happen during the day are discussed. HODs stated that in their school they also have discussions before parents' meetings and on learner absenteeism. They also mentioned that they held meetings for

communication purposes. Forms of communication mentioned included internal memos, information books and external circulars.

- *“Our communication flows ... We have a meeting almost every week but some are not formal meetings ... for instance if we have circulars that we need to discuss ... SMT meetings it is where we announce it all ... We speak about the progress of the school ... problems ... changes ... first discuss at the SMT.” (S4, HOD8)*
- *“... we call it departmental meetings ... let them talk and discuss and suggests ... criticize you criticize constructively ... discussing ... each subject...” (S6, HOD11)*
- *“I call them circulars and I number them like, circular 1 if it's the first circular of the year I call it circular 01/18 and so on and so on.” (S3, HOD6)*
- *“I normally hold the meetings with my teachers addressing several aspects in connection with the subject delivery ... to ensure that the content is covered as per the dictate of the annual teaching plan.” (S2, HOD3)*
- *“... I also have information book that I use to communicate with educators ... the information book to remind them to about the submission ... the morning briefing ... and even the school WhatsApp.” (S3, HOD5)*

The majority of principals supported the fact that there is communication in schools which is an enabler for HODs in doing their work. P1 mentioned that they hold meetings with their SMT of which the HODs are part to discuss academic reports and other challenges:

- *“... SMT meetings, we have a standing item where the HODs they give reports ... either academic or any challenge that they have it can be learners in those departments and how they try to sort them out and from there we draft a plan the way forward.” (S1, P1)*
- *“I think we communicate with HODs during meetings ... We all communicate during meeting.” (S4, P4).*
- *“... But also having the morning briefings staff meetings SMT meetings I think assist in the HODs in doing their work.” (S6, P6)*

Meetings are not happening within the school and among staff members only. They also happen with other stakeholders, inclusive of SGB members, parents and learners, as revealed by the education officials.

- *“... school governing body together with the SMT, the principal, the head of the department and the deputy principal they call a meeting ... it bridges the gap because the two of them*

*from the school's side and from the home's side they are able to discuss learner and you know all those challenges that they come across.” (AOA, EOA)*

- *“... I will just maybe call one or two (HODs) ... from a particular school and he address the principals ... what you need to expect from the departmental heads ... share your good practices.” (AOB, EOB)*

Communication happens at various levels of the school leadership. It takes many forms and various channels are used to effect it. Where there is open communication, information flows freely and there are no information bottlenecks as information reaches the intended audiences on time.

The respondents also pointed out that planning was another an enabler for HODs.

### **5.2.6.3 Planning**

Planning was the third category on the theme on enablers to be analysed and discussed. Roles of HODs include the strategic role of planning (De Nobile, 2018). Planning involves formulation of a curricular vision, setting goals and influencing educators towards said vision (Thorpe & Bennet-Powell, 2014). The HODs has to come up with tangible and workable ideas for their departments which they can implement to enhance learner performance (De Nobile, 2018). HODs plan the subject, grade-level and phase-level, as well as the whole-school curriculum. They plan for who is to teach what subject at what level and also the number of formal and informal activities which should be given to learners per subject, grade and phase. Fleming (2014) agrees that plans have to be shared with fellow educators to persuade them to support and work towards said plans. Very few of the HODs mentioned planning in their responses as one of the enablers in carrying out their duties. Overwhelmingly, the Annual Teaching Plan (ATP) and monitoring plans are some of the plans that the HOD has to discuss with their teams of educators and use in order to successfully oversee the curriculum implementation.

HODs mentioned that they use the ATP to monitor educators' work, which includes lesson presentation, teaching progress, and preparations for examinations, etc.:

- *“I monitor lesson preparations is number one. Teachers are teaching according to the annual teaching plan sometimes they work according to a work schedule and teachers...” (S6, HOD11).*
- *“... I have my own plans but those plans they are directed to them to give them instruction to submit this on this date like that yeah.” (S1, HOD2)*

- *“... My plans help me a lot to get information from various teachers in the department. Beside the plans I wouldn't get anything. That is the first thing that helps me to do my job very easy.” (S2, HOD3)*
- *“We plan a lot of things together like fundraising yeah we are together to see the school at the next level yes.” (S4, HOD7)*

The majority of the interviewed principals also emphasised the importance of planning and how it enables the HODs in monitoring educators' work and carrying out their duties with ease. P1 had this to say about the use of plans for monitoring:

- *“... the HODs also they have their own activity plans of which they also pass them to my office ... I have them in my office they do that and honestly they follow them...” (S1, P1)*
- *“... They use it during their lesson presentation teaching in order to cover this curriculum coverage...” (S4, P4)*

One official responded by sharing their thinking on planning. It became clear why the schools follow the ATP and all of them mentioned it as if they were told to do so. The ATP is devised externally and is a guideline that all schools must follow without questioning. The official also advised that if planning is done and followed, then the HODs' work will be made easy.

- *“That HOD will be having some kind of a guidance in the form of policies and an example of such policies could be if I can give an example, could be the annual teaching plan. The role of the HOD in that instance is to ensure that the prescribed annual teaching plan at the school level is implemented according to the dates given, it's assessment is done accordingly as expected, as planned and liked ... if your planning is done accordingly then you are able to survive.” (AOA, EOA)*

For any institution and department to perform well, it needs to have plans in place to assist it in the execution of its aims and vision. Strategic and operational planning are important in order to execute intended objectives.

Another enabler for the HODs is the opportunities provided to them for on-the-job training and development.

#### **5.2.6.4 Training and development opportunities**

Category four of the theme on enablers experienced by HODs in schools was the training and development opportunities they received at work. This is contrary to what they also mentioned in the theme on barriers they experienced in paragraph 5.3.12 discussed above, wherein training and development opportunities were mentioned as a barrier. According to

Pinkelman et al. (2015), how people perform depends largely on the level of training they receive (§ 2.8.3.1.4, § 3.2 and § 3.3). The in-service training the HODs receive assists them to perform at a higher level than they would have if training and development were not provided. In support of this, McIntosh et al. (2014) mentioned that training and constant development sustain the performance of employees like the HODs. In their responses, HODs mentioned the training and development opportunities they received most as induction where they were taught how to carry themselves as HODs and leaders, their expectations and responsibilities, how to analyse results, how to file, and how to conduct meetings and workshops.

The training and development opportunities that the HODs received include induction, PSFs, workshops, NECT, self-development and principal initiated development (§ 5.4).

Half of the HODs acceded to attending one or more of the training and development opportunities, *although they felt it was not enough* (§ 5.6.12). Some of the benefits of the training mentioned by HODs included the roles and responsibilities of being HOD, how to carry oneself as an HOD, analysing results, how to conduct meetings, managing workshops and inducting new staff. Several of the participants' responses are as follows:

- *"The benefit is you learned some of the things maybe that you are not aware of." (S1, HOD1)*
- *"I'm trying to figure out and I'm trying to remember yeah we were giving training when we were inducted. Yeah when we were inducted I remember now. The induction of HODs yeah we were taught about the conduct and everything relating to leadership." (S2, HOD4)*
- *"We plan a lot of things together like fundraising yeah we are together to see the school at the next level yes." (S4, HOD7)*
- *"... we plan together in terms of the monitoring plan and the moderation plan that is done internally we plan together yes..." (S6, HOD11)*

Training, which is an enabler to HODs, is not only done by external bodies of service providers, but principals also do provide training for the HODs. One principal alluded that they have workshopped their HODs on curriculum tracking. Another one also mentioned how they developed their HODs during strategic planning meetings which they called "Bosberaad".

- *"At this time we had a workshop and I was workshopping them some few days ago we got sort of a template how to track curriculum so that template is just a spreadsheet, a very nice*

*spreadsheet where when you enter the topics you enter like you agree how many activities are they going to give for this term.” (S1, P1)*

- *“Yes. This is what we do normally. Every year we have the 'Bosberaad' and in the 'Bosberaad' we've got programs. And in one such program we have the principal you know capacitating educators on leadership and management. And that is the responsibility that is always given to the principal.” (S5, P5).*

Although the next principal acknowledged that there is some form of training given to HODs, there was a bit of scepticism about the length of time given to such training and development opportunities. The principal had not mentioned that they did provide some training and development opportunities to their HODs.

- *“With content although to me it's minimal, yeah it's minimal because it's from 2 o'clock up to 4 o'clock for somebody to say is not familiar with the subject say Mathematics or Mathematical subjects it won't do so much.” (S2, P2)*

Another principal cited that the training and development opportunities afforded to the HODs are also received from external service providers like NECT, who assist HODs with the implementation of the curriculum.

- *“I think they have the knowledge because sometimes as previously as I have told you they went for the induction in connection of the curriculum we also went for the other national education training, NECT last week and they are supporting the curriculum. They are curriculum based...” (S5,P5)*

From the officials' side, one mentioned that they provided training for their HODs at the beginning of the year to capacitate them in matters relating to curriculum management, and the other gave a sobering analysis of why training and development of HODs is of such importance.

- *“I am going to give an example in terms of my subject that like I have indicated in the beginning of every year I train my head of the department on the curriculum management on what is expected of you as the curriculum leader. What is it that you need to have and alike.” (AOA, EOE)*
- *“You know training my teachers for me that is a very important thing, training my teachers how to teach. Curriculum leadership will never be curriculum leadership until it involves the understanding that I will teach teachers how to teach. Sometimes you will think that they know but sometimes you have to teach them.” (AOB, EOB)*

The benefits of training are immense as alluded to in the literature review in chapters two and three, but minimal provisioning of such may limit the performance of the HODs.

A positive school culture is also identified as an enabler by the interviewed HODs.

#### **5.2.6.5 Positive school culture**

Culture can make or break the organisation, that's why positive school culture was discussed and analysed as the fifth category on the theme on enablers experienced by HODs. A positive school culture should focus on teaching and learning. The culture should be followed by all who are involved, including HODs and educators (Leithwood, 2016). A positive culture enables the HOD to do their work without hindrance and with the knowledge that they have support from fellow colleagues. If the school culture is positive, the HOD feels at ease in doing their work (§ 2.8.3.1.1). Although not all HODs mentioned positive school culture in their responses, half of them mentioned aspects such as unity of working together, feeling like family among colleagues, teamwork and being part of a group, help from other HODs and deputies, peaceful school environment, deciding and acting together, harmony, and socialising at year-end functions. The HODs felt that the culture at their schools was conducive for teaching and learning, that it was positive and welcoming. The HODs also mentioned that they had an enabling school culture where teaching and learning took place with little disruptions and harmonious relationships.

- *“But what is nice is that a working relationship is there and teamwork is there starting from the school management team, SMT now we work together and when the principal is not there one of us act as a principal to experience that. Talk to the teachers and all that, there's peace in the school it's only that we are here about learning, learners are disrespecting we are acting together in supporting each other so that that teacher cannot feel left on her own. Yes the harmony of the school is good.” (S6, HOD11)*
- *“Yeah we have each other most of the time myself and other HODs and the deputies we are working on the same page.” (S5, HOD9)*
- *“The culture is good ... What I've realised in our school I've never seen, I'm not saying we are perfect but I've never seen, you see there's no group A, group B teachers ... the environment it is good.” (S4, HOD8)*
- *“The school culture is supportive although we have a miss one day but one day is better but if I can judge it, it is normal. Teachers are supportive; we have teamwork and problems like absenteeism and conflicts they are not there.” (S3, HOD5)*

- *“It’s very, very welcoming and the staff here is like a family. We work together as one and they work jointly in achieving a goal hence the level of discipline here good so there are elements who need attention. Not all learners are bad now that is because of educators here are working together as one team.” (S2, HOD3)*

If educators and learners know what to do and are supportive to the HOD, then the culture enhances the HOD’s ability to their work. A third of the principals mentioned that a positive culture prevailed at their schools. One principal rightly mentioned that the culture of a school will never be 100% positive, but at least their educators know that they have to support the HODs. Principals also mentioned that it does not mean that if educators forget to submit, it means that they are negative.

- *“Again it’s something that we can’t say is 100% we’re okay as a school because it’s also there in all institutions ... the teachers they know what they are supposed to do and the learners also they know what they are supposed to do so it becomes easier for HODs.” (S1, P1)*
- *“An enabler ... It’s (with some hesitation), I think it’s just that they forget something like that they not really mean that they don’t cooperate.” (S4, P4)*

One official agreed that different schools have different cultures and that a culture can make or break a school and affect the performance of the HOD. The official also mentioned that the school culture mirrors the leadership of the school of which the HOD is part.

- *“Ok each and every school has got a culture I must say and when you visit an institution or when you join the institution there is a say which says do what the romans do. And culture of the school is the face of the kind of leadership that exists ... (The HOD) Is part of it (school culture). So those are the (stammering a bit), you know key levels that you look at to say when you define the culture of the school if the school’s culture is known for high performance even the motto is high performance it means they comply to what the culture of the schools says and is like. At times leadership is not up to scratch maybe the principal, the deputy principal that automatically affects the head of the department.” (AOA, EOA)*

A positive school culture encourages members of a team or organisation like a school to perform at their peak as they are encouraged to do so and feel at home. The culture also encourages the members to be innovative and limits low staff morale, absenteeism and high staff turnover.

For a school to function well and enable personnel like HODs to function optimally, it also needs learners who are well disciplined.

### 5.2.6.6 Positive learner discipline

The sixth category to be discussed and analysed was positive learner discipline. A lack of discipline can cause chaos and poor performance in learners (Belle, 2018). Belle (2018, p. 43) continues to mention that a lack of discipline may cause serious barriers in managing teaching and learning. A lack of discipline is a worldwide phenomenon, but once it is under control it gives schools the latitude to perform and progress towards desired goals. Where discipline reigns, the environment is free from disruptive behaviour, or at least has less of it, which can detrimentally interfere with a conducive learning environment (Mestry & Khumalo, 2012, p. 97). The opposite is equally true. Positive learner discipline environments assist employees like HODs in doing their work without any hindrance. Although only two HODs mentioned positive learner discipline as an enabler they experienced, it was worth noting in this discussion and analysis of data. The HODs mentioned that the learners at their schools are generally well-behaved, enabling them to do their work with ease. The HODs also mention that another enabler is the eagerness to learn from learners' sides.

- *"... Our learners are well-disciplined learners most of the time..." (S6, HOD11)*
- *"... the level of discipline here is good, so there are elements who need attention. Not all learners are bad now, that is because of educators here are working together as one team." (S2, HOD3)*

While it is a well-known fact that there is a great lack of discipline in South Africa and elsewhere in the world (Ncontsa & Shumba, 2013; Ofori et al., 2018), it was surprising to note that only one principal mentioned that HODs are responsible for the good behaviour in the classrooms.

- *"Yeah enablers, I would actually say the most important thing for HODs' is to instil discipline and respect in the learners and to make the learners aware of importance of why they are at school, aware of what is expected of them by the school. So once HOD's makes learners aware of such it becomes very easy for them to carry on with their duties at school." (S5, P5)*

In their response, one official also mentioned the importance of discipline among learners and also how important it is for HODs to undergo training on learner discipline, especially those that are newly appointed to HOD positions, without specifying it as an enabler.

- *"Yes discipline of learners in a school it is part of the aspect that is being supported by what is called learner code of conduct supported by teacher code of conduct. That is being drawn from South African Educators Act at which it guides what is expected regarding the*

*discipline of learners at a school level. Now head of department has undergone the process of being a teacher, knows all the conduct of what is expected of him or her and it is also important that the head of the department should also guide educators on what are the means of discipline regarding learners. As a teacher because the head of the department is also the teacher he is familiar and aware and should take the lead in that. I can give an example, new teachers who are new in the system do not know the school practices the issue of orientation, issues of induction, from class room level to the outside that is the responsibility of the heads of the departments. And that will involve discipline also of course on the side of the learners and educators.” (AOA, EOA)*

When the discipline of learners is positive, HODs and other educators will rather have more time to concentrate on curriculum issues and the performance of learners than on solving cases of misconduct and engaging in appeal processes, which are a great waste of time and which most HODs lamented as a barrier in the section on barriers experienced by HODs.

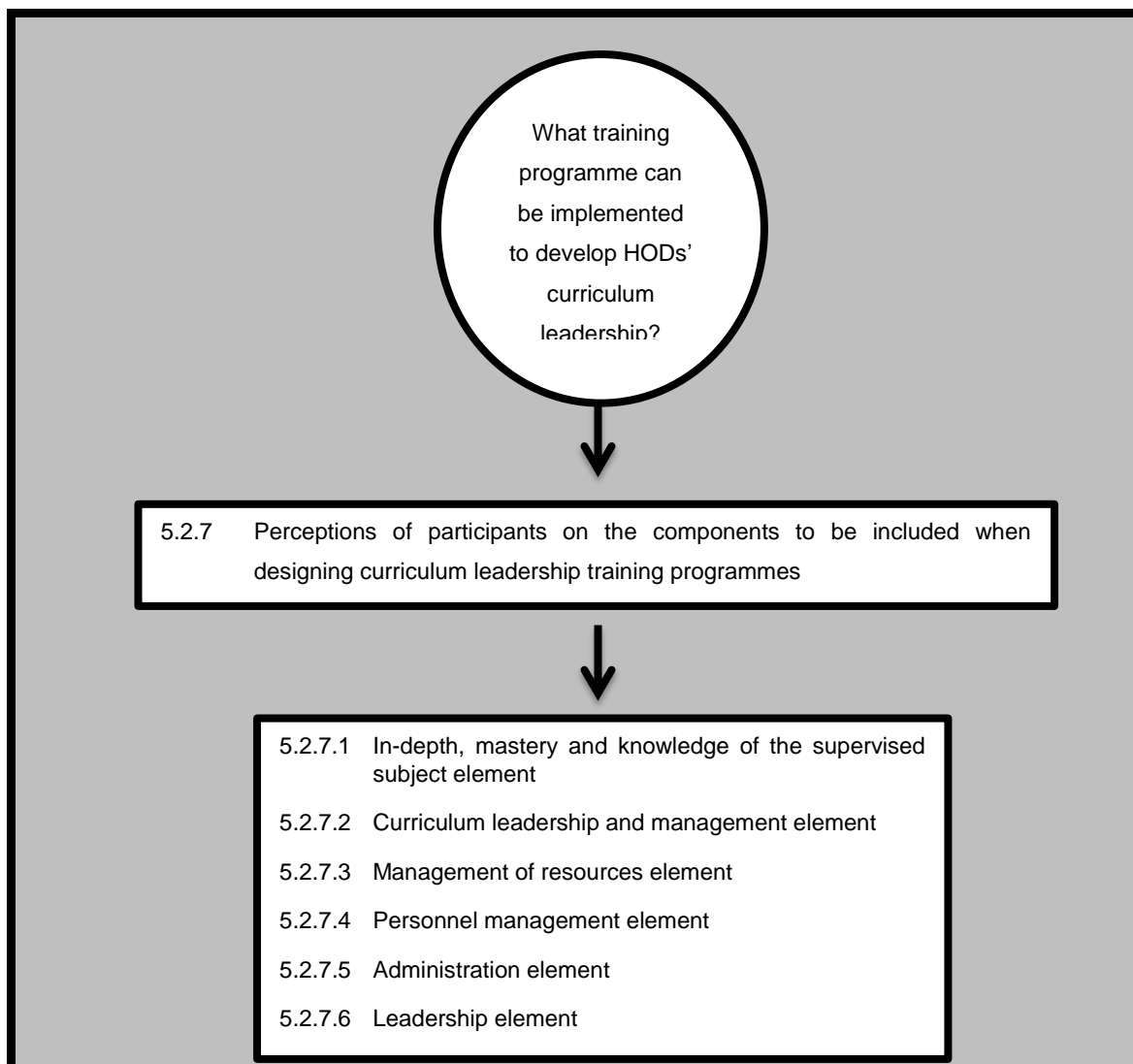
The analysed data also revealed a seventh theme which was on the perceptions of participants on the components to be included when designing curriculum leadership training programmes.

### **5.2.7 Perceptions of participants on the components to be included when designing curriculum leadership training programmes**

Perceptions of participants on the components to be included when designing curriculum leadership training programmes was the seventh and last theme to be discussed and analysed in the current chapter. According to the theory on educator professional development advocated by North and Kumta (2018) and Zhao (2010), for effective development to be realised, there must be enabling conditions making it conducive for the development to take root.

Figure 5.5 below is a depiction and summary of the perceptions of participants on the components to be included when designing curriculum leadership training programmes.

**Figure 5.5 – Summary of perceptions of participants on the components to be included when designing curriculum leadership training programmes**



During the discussions and analysis, the knowledge, skills, values and attitudes came up as components desired by participants to be included in the curriculum leadership training programmes, and were extrapolated upon. The recommended components are compatible with the holistic development of educators, as suggested in the theory on early childhood development approach to educator development by (Chen & Chang, 2006). All the categories of participants mentioned that they felt that the present training and development opportunities were not inclusive enough of the components of knowledge, skills and values to enable the HOD to perform their duties with ease and without hindrance. During the data analysis, respondents mentioned various components that should be part of the training programmes, with components related to curriculum matters, knowledge of the subject, leadership, personnel management, human relations, resources management, learner and

educator discipline and safety recording higher frequencies. The components were randomly mentioned by the respondents and listed by the researcher as he analysed the data.

The analysis generated large volumes of data. However, due to the focus of this research, the researcher had to narrow the data to focus on the aims of the research and answer the research questions (§ 1.6). The researcher later categorised the components according to the roles and responsibilities, as discussed in paragraph 5.1.2.1 of this chapter and in paragraphs 2.4 to 2.8 of the literature review in chapter two. The components were summarised into roles and responsibilities of HODs as related to: curriculum management, leadership, stakeholder relations, personnel management, resources management, as well as safety and administration. It was also very interesting, although not unexpected, to realise that all the frequency of responses on training of HODs on the possession of extensive, mastery and in-depth knowledge of the supervised subject was paramount for the HOD. The frequency of responses on this aspect was maximum, with all participants in agreement. A discussion of the responses ensued below.

#### **5.2.7.1 In-depth mastery and knowledge of the supervised subject**

The respondents were in sync on the issue of possession of an in-depth knowledge and mastery of the subject they supervised (Gurr & Drysdale, 2012), as discussed in chapter two (§ 2.4.2). It is very important for the HOD to know the content of the subject and how it is taught. The HODs felt that they needed to be trained on this aspect and believed that that would assist them in carrying out their curriculum leadership roles with ease and achieve required targets (Ogina, 2017). In support, Seobi and Wood (2016) also advance that HODs should not only have the fundamentals of the subject, but should also understand how the subject links with others in the curriculum and its impact on the society at large. The responses of HODs, when asked about what components they would like included in a curriculum leadership training programme, were as recorded in the succeeding paragraph:

- *“... So I think much has to be done also on content.” (S6, HOD12)*
- *“Knowledge you must know the learning areas that you are going to teach and that are going to be head.” (S4, HOD8)*
- *“...First and foremost, subject content. That's the most important thing...” (S3, HOD6)*
- *“The in-depth knowledge of the subject.” (S2, HOD3)*

All of the interviewed principals agreed that knowledge and mastery of the subject content was of paramount importance. The principals also concurred that the HOD must stay

abreast with the latest developments in education, such as curriculum changes and new ways of teaching and assessing. They responded in the following ways:

- *“Knowledge of the content that's one thing. At least two subjects that a HOD will oversee, he must know exactly what's going on.” (S1, P1)*
- *“Of course again to keep informed with the developments in a subject because they are forever evolving.” (S6 P6)*

On the other side only one official responded to this question and also alluded that the HOD has to be knowledgeable in the subject content to supervise and assist their fellow educators where they face challenges.

- *“... In that training program issues of knowledge of the subject ... should be highlighted.” (AOA, EOA)*

Respondents also mentioned curriculum leadership and management as a component they would like HODs to be trained in.

#### **5.2.7.2 Curriculum leadership and management**

The second category mentioned by the respondents was curriculum leadership and management (Ogina, 2017; Smith, et al., 2013) as discussed in chapter two in the literature review. Respondents mentioned that the HODs need training in order to be able to monitor and evaluate curriculum implementation through the use of the ATP (Fullan, 2015; Ko et al., 2014; Valle et al., 2015); oversee assessment through moderating and analysing learner and educator performance (Bambi, 2012); conduct fruitful classroom visits (Manaseh, 2016); have the ability to determine and intervene when learners need assistance (Bambi, 2012; DBE, 2009a); and deal with changing curriculum and introduce new teaching and assessment methods and techniques (§ 2.5). The majority of HODs responded in the positive that there was a need for training them in curriculum leadership, supporting the essence of this research which sought to investigate the nature, content and structure of curriculum leadership training programmes for HODs in secondary schools.

- *“About elements of the program ... moderation and monitoring, assessment.” (S3, HOD5)*
- *“Yes time changes now and then so I have to be aware of the current issues.” (S4, HOD7)*
- *“Yeah there must be something again on leadership ... also on content ... because you look in to our curriculum it has been restructured ... totally restructured ...” (S6, HOD12)*

- *“... I think we need to be empowered on that as curriculum leaders, we need to know exactly what to do.” (S5, HOD9)*

The responses from the principals were overwhelming and also very forthright. It emphasised the need for training the HODs on curriculum leadership and management, as seen in the responses they gave on the components that they perceived were to be included in a curriculum leadership training programme for HODs. Principals mentioned the need to train HODs in identifying learners with learning challenges, and how to manage them through intervention. They also mentioned that the HODs needed training on moderation and monitoring of the curriculum, inclusive of classroom visits and lesson presentation.

- *“Yes how to manage learners with barriers yes. I think it should be included in those workshops and how to identify their needs.” (S2, P2)*
- *“I think moderation, moderation and monitoring and curriculum ... classroom management ... lesson on class visits.” (S4, P4)*

In synch with the other participants, the education officials also mentioned that the HODs needed to be trained on aspects of curriculum leadership, and that it should form one of the components of the curriculum leadership training programme, should one be developed. The responses of one of them were also emphatic and generalising of almost what all the other respondents had mentioned.

- *“Ok, head of the department must be trained on curriculum management. And because they lead the curriculum at the school level they need to have much more knowledge on monitoring and moderation. They need to be really trained on that to understand exactly what does it involves and so on. And also aspect of assessment they need to be trained thoroughly on it. In that training program issues of knowledge of the subject somewhere along the way should be highlighted. Those will be the keys for me for head of the department.” (AOA, EOA)*
- *“Well I think well the obvious one would be management.” (AOB, EOB)*

The respondents also perceived management of resources as a component on which HODs must be trained.

### **5.2.7.3 Management of resources**

The management of resources is a critical role that the HOD plays, as discussed in the literature review in chapter two of this research (§ 2.4 to 2.7), as well as in this chapter (§ 5.2.1.2). The HOD therefore needs to be trained in the management of resources (Gurr & Drysdale, 2012). They must know how to budget for, procure, receive, distribute, maintain,

and store resources (Kasim et al., 2015). It was therefore not surprising to hear participants responding that HODs needed management of resources to be included as a component in the curriculum leadership training of HODs, should one be developed. The frequency of responses on this matter was very low. The following were the responses from the HOD participants:

- *“... Training on the school assets and the running of the school structure.” (S2, HOD3)*
- *“Finance management and resource management must be included.” (S3, HOD5)*
- *“... also using technology, internet ... overhead projectors, PowerPoint ... media room...” (S6, HOD11)*

Two principals also responded and put across their thoughts on the inclusion of management of resources like LTSM as a component of a curriculum leadership training programme for HODs.

- *“... how to issue out the LTSM. The retrieval how to retrieve them from the educators...” (S4, P4)*
- *“... also the procurement so that if there are aids that are needed within the department the head of the department must be able to know what policy must be used for such resources...” (S6, P6)*

There was no mention from the officials on the inclusion of the management of resources as a component of the curriculum leadership training programme for educators.

Participants also felt that the HODs needed training on personnel management.

#### **5.2.7.4 Personnel management**

Managing personnel is a huge responsibility that any leader would encounter throughout their career (Thorpe & Bennet-Powell, 2014). This includes the HODs who are responsible for a team of educators in their departments (De Nobile, 2018). The HOD also assists the principal in managing aspects of personnel, including advising the principal on the need for hiring new educators and the placement of such educators (Evans, 2016; Grootenboer et al., 2015). The respondents mentioned that they felt that issues, such as human relations; developing and capacitating others; people management; conflict management; dispute resolution; interpersonal skills; supervisory skills and delegation, must be addressed. The participants' responses are recorded below:

- *“... you see when you deal with people you must know how to handle them...” (S1, HOD2)*

- *“... to have the human relations it should be very positive...” (S3, HOD3*
- *“... for teacher development the HOD is able to workshop the educators...” (S3, HOD5)*
- *“I’m positive about developing ... people making them achieve what they want to. I don’t like people struggling like we did when we started.” (S5, HOD9)*

In support of the HODs, principals also emphasised the need to train the HODs on the management of personnel in areas such as dispute resolution and problem solving.

- *“He must know how to deal with people ... Must also be able to resolve disputes in their department ... amongst educators or even learners.” (S1, P1)*
- *“Problem solving skills ... work with learners, parents, SGB and other stakeholders.” (S6, P6)*

The respondents also felt that the HODs must be trained on how to handle administrative matters.

#### **5.2.7.5 Administration**

HODs are expected to perform a plethora of roles, with administration as one of the prominent ones (Javadi, 2014; Javadi et al., 2017). The administrative work may include, but is not limited to, setting exam papers, co-ordinating and moderating examination and assessment processes, analysing and recording of learner performance, writing letters to parents and other stakeholders, and so forth (Bissessar, 2017).

- *“How to analyse the results.” (S1, HOD2)*
- *Training on recording ... keeping records ... Putting information into the computer. Storing information in fact I have to move away from filing and use the more modern method of record keeping.” (S2, HOD3)*
- *“... to have record books for teachers, minute books which is I think minute books it’s very important. So now you have to record everything, you do everything on paper yes.” (S3, HOD6)*

Some principals also attested that there was a need for the training of HODs on administration and keeping records, and that it should form part of the components of a curriculum training programme for HODs, should such a programme be developed.

- "... how many teachers they have in their department and teaching what subjects what grade ... number of learners in their departments ... administrative work the HOD have to know." (S1, P1)
- "... others are administrative duties..." (S2, P2)
- "... then administrative work ... they should be able to ... know about the policies, different policies ... requirements for the admissions ... all the administrative duties..." (S4, P4)
- "... Being able to assist with administration you know, of duties in the principal's office." (S5, P5)

It was interesting to realise that the education officials were muted on the issue of administration being included as a component in the development of a leadership training programme for HODs in secondary schools. There was also a mention from the participants to see leadership as being part of the training programme, should one be developed.

#### **5.2.7.6 Leadership**

Leadership has been discussed in length in the literature review (§ 2.3) and in this chapter (§ 5.2.1.1 and 5.2.1.2). As a working definition, this research adopted the definition of leadership as defined by Silva (2016, p. 3) when he said: *"leadership is the process of interactive influence that occurs when, in a given context, some people accept someone as their leader to achieve common goals."* It is from this context that the HODs and other participants felt that there was a need for training HODs in leadership. The training would equip the HODs with the skills and knowledge to perform their work with ease and reach desired outcomes of curriculum leadership, implementation and management. The HODs would be able to share their vision with members of their teams (Rowe & Guerrero, 2016). They would be able to motivate and inspire (Northouse, 2016), plan and strategise for their departments and for the school. The HODs would also be assisted to communicate well, should they be trained as curriculum leaders. As trained leaders, the participants perceived the HODs to be good problem solvers and good decision-makers and also collaborate with others and become good team players and leaders (James, 2015). The participants had the following to say on the matter:

- "... There is a need for training programs ... yes so there's a need for those..." (S3, HOD6)
- "Obviously the way you approach people, if you're a leader you should be able to approach people and make sure that you lead by example. You also show them leadership skills that they can use in class ... Be able to solve their problems especially where there's conflict ... make sure there are no fights; just bring peace amongst your workers ... to uphold those

*values ... respect each other. Be loyal to your school as well ... should copy your style which is a good one, yes be a role model to them ... it is necessary for HODs...* (S6, HOD11)

- *“... to lead, give information to educators ... and help where I can and if I can't I have to consult ... to lead you must be academically equipped ... Because I cannot lead if I don't know anything. I think so ... training programs and we need to be given information as to how to tackle some of the events that took place at school...”* (S5, HOD9)
- *“... You must have leadership skills. And then again I think you must know how to relate with your colleagues ... there should be training from time to time, leadership training...”* (S4, HOD8)

The inputs of the principals were in sync with the perceptions of the HODs. They also felt strongly that leadership must be included as a component of training in an envisaged training programme on HODs' curriculum leadership, because employees like HODs need to be up-to-date with the latest trends in education and leadership.

- *“I will say it's necessary ... one must always be able to sharpen the skills...”* (S1, P1)
- *“... the Department can maybe organise those trainings for HODs and principals to empower them that would make our schools very effective ... the hiccups that the schools are coming up on ... leaning ... to improve my management style ... pen up my mind...”* (S4, P4)

In their responses, the officials stressed the need for training of HODs on leadership, which must be done regularly.

- *“... in the beginning of every year I train my head of the department on the curriculum leadership and management on what is expected of you as the curriculum leader ... the head of the department are the curriculum drivers at the school level. They need to be well equipped with the necessary skills.”* (AOA, EOA)
- *“But for me I think curriculum leadership is a very important thing ... departmental heads must be taught of these things. We work on assumptions that these departmental head know what leadership is, they know management...”* (AOB, EOB)

The chapter ends with a summary of the discussions and analysis of the data which gives a synopsis of the deliberations that ensued.

### **5.3 Summary**

Chapter five involved the analysis and interpretations of the data from the interviews conducted with the HODs, principals and education officials from two area offices in the Bojanala Education District of the North-West Province on the nature, content and structure of curriculum leadership training programmes for HODs in secondary schools. The researcher demonstrated how data from the interview transcripts were analysed. Main themes, categories and codes were identified, analysed and interpreted. The analysed data from the research data from the interviews were discussed and participants' verbatim accounts were recorded. In-vivo coding was employed to prioritise and highlight the participants' voices in the study. The researcher used cross-referencing to highlight the links between what the participants presented and what was discussed in the literature review. The theoretical framework and evidence employed in leadership theories from the literature study conducted in chapters two and three were used to reinforce the discussions during the data analysis and interpretation.

The next chapter presents the findings of the research and introduces a curriculum leadership training programme for HODs of secondary schools.

## CHAPTER 6

### Conclusions and recommendations

#### 6.1 Introduction

The position of HOD is strategically placed between the SMT and the teaching staff as it oscillates between the two tiers of leadership and followership in the school hierarchy (Atebe, 2009; Bambi, 2012; Chepkole et al., 2017; Dinham, 2007; Jaca, 2013a; Malinga, 2016; Ogina, 2017; Seobi & Wood, 2016). In addition, Fleming (2014), supported by Shaked and Schechter (2017), postulate that HODs are located below the SMT and above the educators. HODs are part of a group of educators who occupy middle leadership positions in the schools, whether they are formally or informally appointed to such positions (Bassett & Robson, 2017; Ogina, 2017). The middle managers are called differently in terms of what they do (Shaked & Schechter, 2017). They are sometimes called curriculum leaders, subject leaders, subject coordinators, year heads, project leaders, evaluation coordinators, instruction coordinators and HODs (Bennett et al., 2003; De Nobile, 2017; Harris et al., 2001; Javadi et al., 2017; Lárusdóttir & O'Connor, 2017; Shaked & Schechter, 2017) depending on where they are located in the world, and what they do.

The most important work of the HOD is to oversee curriculum implementation in the school through the subjects they head (Fleming, 2014; Shaked & Schechter, 2017). Their work is substantial and challenging, hence the need for training to prepare them for this mammoth task. Among the tasks the HOD have to perform are, but are not limited to: leading curriculum implementation for the subjects they are responsible for; developing and supporting educators for subject department functionality; supply teaching and learning materials and managing them; ensuring classroom attendance by educators and learners; ensuring productivity, progress and being in charge and responsible for the department they head; ensuring content coverage; intervening in learner performance and their learning; administer, monitor and moderate for effectiveness; and ensuring quality for the subject and department they head (De Nobile, 2018; Javadi et al., 2017; Lárusdóttir & O'Connor, 2017; Ogina, 2017; Thorpe & Bennet-Powell, 2014).

Although HODs are burdened with such a critical task of overseeing the implementation of the curriculum, there is evidence that they lack training (Bambi, 2012; Fitzgerald, 2009; Fitzgerald et al., 2006; Thorpe & Bennet-Powell, 2014) in many respects of being curriculum leaders. Lack of training can lead to barriers that may hamper the HODs in

performing optimally (Thomas et al., 2019; Torres, 2016). In trying to answer the research question on what is the nature, content and structure of curriculum leadership training programmes for secondary school HODs, the reviewed literature and data analysis for this research revealed a dearth of lack of training for HODs (Bambi, 2012; Gurr & Drysdale, 2012; Sartori et al., 2018; Seobi & Wood, 2016). Throughout the research, it was evident that for the HODs to perform their designated roles, it is important for them to receive pre-training before assuming the HOD incumbency, as well as receive in-service training and continuous development once they have been appointed to the position of HOD.

This chapter provides an overview of the research inclusive of the key findings and recommendations. In order to address the lack of training opportunities for HODs in secondary schools, the study also recommends a new training programme for HODs, accentuating the importance of training for incumbents prior to or post assumption of positions of curriculum leadership. The suggested training programme also proposes a number of elements to be included in HOD development. The theoretical framework used in the study was infused into the new training programme as support.

### **6.1.1 Synoptic overview of the research**

Chapter one introduced the research and gave an orientation of what to expect throughout the research. The chapter gave a background of the research and therefore provided the reader with a bird's-eye view of what the research will entail. The chapter introduced and clarified the main concepts of curriculum, leadership, curriculum leadership, training programme, head of department (HOD), curriculum roles of HODs, and secondary schools as used in the research. The overview of curriculum leadership training programmes for HODs was introduced.

The chapter set off the discussion on the dearth of curriculum leadership training experienced by HODs (DeAngelis, 2013; Flückiger et al., 2014; Kasim et al., 2015; Klar, 2012) as discussed in chapters two and five of this research. The chapter introduced the problem statement on what the current nature, content and structure of curriculum leadership training programmes of HODs in secondary schools entail (Albashiry et al., 2016). The purpose of the study was introduced, which was to explore the current nature of curriculum leadership training programmes for the HOD, exploring the perception of HODs on curriculum leadership in secondary schools, identifying the barriers and enablers experienced by HODs as curriculum leaders, and determining what training programme

could be implemented to develop the HODs. The research questions to address the purpose and aims of the research were stated.

Two theoretical frameworks on approaches to educator development were introduced (Chen & Chang, 2006; Zhao, 2010). The frameworks were applied in the development of the new training programme, which was discussed in the chapter. The chapter introduced the research design and methodology employed for this research (Merriam & Tisdell, 2016; Thomas, 2017) as discussed in chapter four. The chapter briefly outlined the importance of this study to the education sector and research in general and training of HODs in particular.

In chapter two, the researcher reviewed the literature on curriculum leadership of HODs (Ghavifekr & Ibrahim, 2014; Grootenboer et al., 2015; Gurr & Drysdale, 2012; Klar, 2012; Mercer, D. & Ri, 2006; Ogina, 2017; Poultney, 2007; Seobi & Wood, 2016; Smith, et al., 2013; Stephenson, 2010). The chapter opened with the background of curriculum development in South Africa prior to 1994. The concept of curriculum was introduced, as adopted for the study (Glathorn et al., 2009; Marsh & Willis, 2003; Middlewood & Parker, 2009; Ornstein & Hunkins, 2013; Su, 2012). A journey of curriculum change unfolded from the introduction of OBE to CAPS, as presently implemented in South African schools (Hoadley et al., 2009; Ornstein & Hunkins, 2013).

Chapter two dealt with curriculum formats (Marsh, 2009; Su, 2012), purposes of the curriculum (Ebert et al., 2013; Marsh, 2009), curriculum leadership (Silva, 2016), leadership (Northouse, 2016; Silva, 2016), leadership styles (Brücknerová & Novotný, 2017; Bush, 2018; Gagnon & Collinson, 2014; Gandolfi & Stone, 2017; Northouse, 2016; Pawar, 2014), the HOD as part of middle management and leadership in secondary schools, roles and responsibilities of HODs (Ghavifekr & Ibrahim, 2014; Grootenboer et al., 2015; Ogina, 2017; Seobi & Wood, 2016), the international context of HOD (Bassett & Robson, 2017; Ogina, 2017; Seobi & Wood, 2016), the South African context of the HOD (Albashiry et al., 2016; Bassett & Robson, 2017; Ogina, 2017; Poultney, 2007; Seobi & Wood, 2016; Shaked & Schechter, 2017), curriculum perceptions of HODs and principals on curriculum leadership, and lastly the barriers and enablers experienced by HODs at work (Leithwood, 2016; McIntosh et al., 2014; Pinkelman et al., 2015; Seobi & Wood, 2016).

Chapter three was part of the literature review and focused on the nature, content and structure of curriculum leadership training programmes in secondary schools (Aguinis & Kraiger, 2009; Grovera & Froese, 2016; Oppenauer & Van de Voorde, 2018; Quesada et al., 2011; Salas et al., 2012; Sartori et al., 2018). In the chapter the researcher conceptually scrutinised training and development as well as theories on training and development on

which the study rests (Chen & Chang, 2006; Dosunmu & Adeyemo, 2018; McLeod, 2018; Sartori et al., 2018; Zhao, 2010). The international and South African contexts of the nature, content and structure of the HOD curriculum leadership training programme in secondary schools were discussed (Flückiger et al., 2014; Ogina, 2017; Seobi & Wood, 2016; Simkins et al., 2018). The importance of chapter three was to demonstrate the value of deliberate and systematic training and development of employees such as HODs.

Chapter four dealt with the research design and methodologies employed in the research. In the chapter, gaining access to the participants, data collection, trustworthiness, reliability and validity of the research, data analysis and interpretations, ethical considerations and the limitations and delimitations of the research were extrapolated upon. The research was qualitative, explanatory and descriptive in nature (Merriam & Tisdell, 2016). The HODs, principals and educational officials who took part in the research were chosen through purposive sampling as they carried the institutional memory on the phenomenon of curriculum leadership training of HODs in secondary schools (Merriam & Tisdell, 2016; Thomas, 2017).

To gain access to the participants, the researcher had to make contact with the gatekeepers (De Vos et al., 2011) like the department officials at head, district and area office levels and request access to participants (Merriam & Tisdell, 2016; Thomas, 2017). Applications were made to the DBE North-West Province. After permission was granted, the lower offices and schools were approached about the research and explanations were done. The participants were then approached for consent to participate in the research.

Data was collected through semi-structured interviews and the writing of field notes (Merriam & Tisdell, 2016). The researcher was also the data collection instrument during the process (Creswell, 2014). The interviewed were recorded and later transcribed into text which was easy to use and analyse (Creswell, 2009; De Vos et al., 2011; Kallio et al., 2016; Kelly, 2010).

For the research to pass the trustworthiness, reliability and validity tests, the data had to be defensible and accurate (Gay et al., 2011). The research findings had to be true and be tested to prove the discussed phenomenon (Moon et al., 2016). The data on the curriculum leadership training of HODs had to be credible, transferable, dependable, and pass the conformability test (Merriam & Tisdell, 2016; Moon et al., 2016; Thomas, 2017).

The large volumes of data for the research were analysed and interpreted using thematic analysis and coding (Merriam & Tisdell, 2016). As data was analysed, the researcher

grouped corresponding information together under categories and coded it for ease of discussion. Participants were also given codes to conceal their identities (Brito et al., 2017; Merriam & Tisdell, 2016).

Working with humans always poses a risk to the participants, and they needed to be protected from possible harm (Cohen et al., 2011; De Vos et al., 2011). The researcher applied to the DBE in the North-West Province to obtain permission to conduct the research in schools (§ Addendum C, Addendum J). The researcher also applied to the Ethics Committee of the Faculty of Education Sciences (ESREC) of the North-West University (§ Addendum H). Permission was granted, and then SGBs and principals of sampled schools were approached for permission to conduct research (Addendum D, Addendum E) (Cohen et al., 2011; De Vos et al., 2011; Merriam & Tisdell, 2016). Participants were also approached for their consent, voluntary participation and declaration of anonymity and confidentiality (Merriam & Tisdell, 2016) (§ Addendum F, Addendum G). To ensure anonymity and confidentiality schools and participants were given code names to camouflage who they were and which schools they were from. Permission was also sought to record the interviews (Denscombe, 2010). In all instances, the researcher acted in a transparent and honest manner for the integrity of the research (Creswell, 2013; De Vos et al., 2011; Denscombe, 2010).

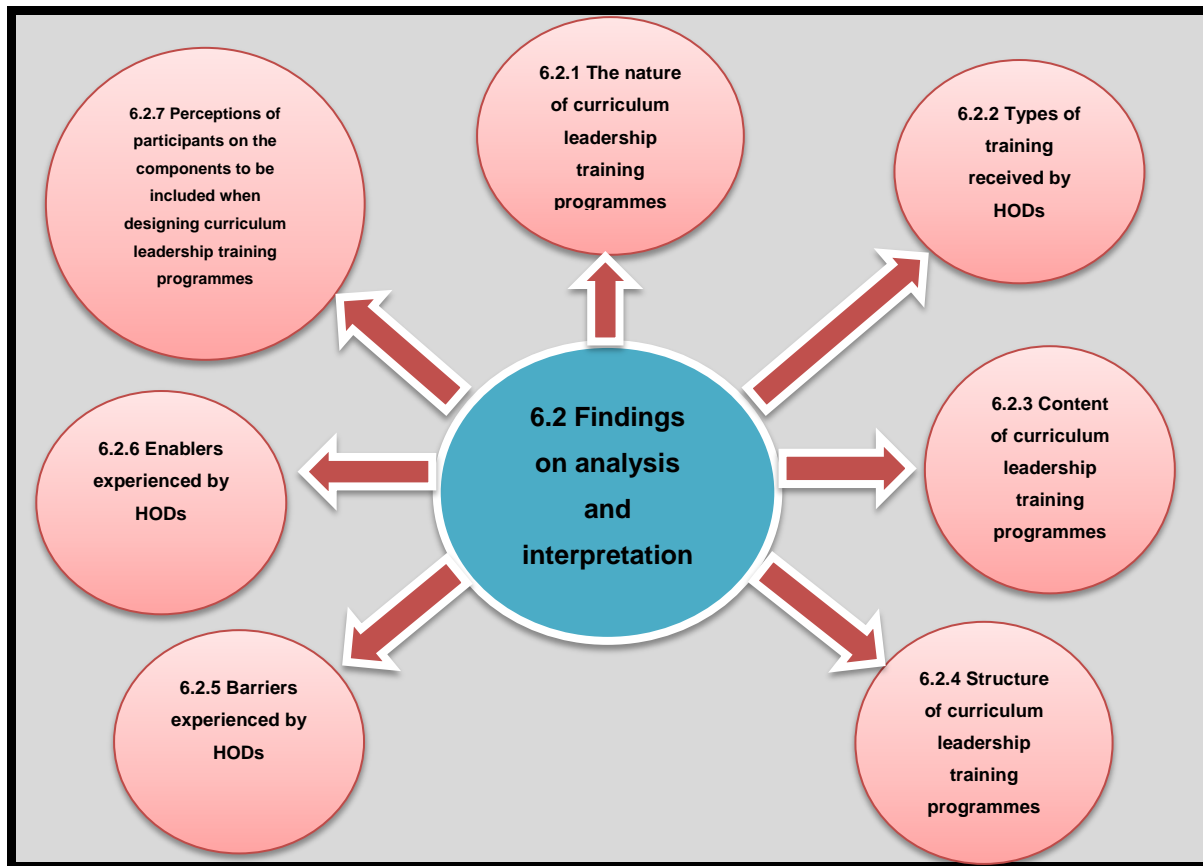
In chapter five, the researcher focused on the discussions of the analysis and interpretations of the collected data (Creswell, 2013; De Vos et al., 2011; Denscombe, 2010). The discussions focused on the analysis and interpretations of themes and categories of the current nature, content and structure of curriculum leadership training programmes. Large volumes of data were produced by the data collection process. It was therefore important to make sense of the data by categorizing the data into manageable chunks. These chunks were coded, categorized and put into themes (Creswell, 2014; Denscombe, 2010; Merriam & Tisdell, 2016). Seven broad themes emerged, namely: current nature of curriculum leadership training programmes for HODs in secondary schools; the types of training received by HODs, content of curriculum leadership training programmes for HODs in secondary schools; structure of curriculum leadership training programmes for HODs in secondary schools; barriers experienced by HODs; enablers experienced by HODs; and perceptions of participants towards curriculum leadership training programmes. An in-depth discussion of the categories under each theme then ensued, with participants' responses quoted verbatim to give credence to what is analysed and interpreted in the discussions.

## **6.2 Findings on the analysis and interpretations of themes and categories**

Chapter Five presented the discussions on the analysis and interpretations of qualitative data acquired from participants through open-ended interviews, with the purpose of answering the research questions posted in chapter one of this research (§ 1.5). The content covered by the open-ended interviews were based on the research aims looking to answer questions on what the nature, content and structure of curriculum leadership training programme for secondary school HODs was (De Vos et al., 2011; Denscombe, 2010; Merriam & Tisdell, 2016; Thomas, 2017). The qualitative design of the research as presented in chapter four and throughout the research sought to analyse the interviewed data. Data was collected by means of open-ended interviews in six schools and with 12 HODs, six principals and two education officials from schools in the Bojanala Education District of the North-West Province (§ Table 4.1 and Table 5.1). Audio recording was utilised during the interviews, which were later transcribed word for word into text, the transcriptions read over and over several times in order to understand the content better, for coding, categorising and generating themes (Creswell, 2014; Merriam & Tisdell, 2016). The researcher then presented the relevant quotes from participants verbatim in order to give them a voice and represent their responses truthfully in order to understand their understanding of the phenomenon on the nature, content and structure of curriculum leadership training programmes of HODs in secondary schools (Merriam & Tisdell, 2016; Thomas, 2017).

This chapter presents the research findings from the analysis and interpretations of data according to the research questions (§ 1.5) and themes as presented in Chapter Five (§ 5.2). Where appropriate, the literature reviewed in chapters two and three is also linked with the analysis and interpretations and the findings in this chapter. The findings were from the following themes and related interview research questions, as summarised in the figure below (§ Figure 6.1):

Figure 6.1 – Summary of research findings on analysis and interpretation of themes and categories



### 6.2.1 Nature of curriculum leadership training programmes

The first theme on the nature of curriculum leadership programmes was linked to the main research question (§ 1.5.2). This theme had two categories: concept of curriculum leadership and roles and responsibilities of HODs as perceived by the participants and outlined in chapter five (§ Figure 5.1 and Figure 5.2).

#### 6.2.1.1 Concept of curriculum leadership

It is evident from the literature review that the concept of leadership is difficult to pin down and establish a set definition. The same can be said with trying to define curriculum, as it is also defined differently by different people for different purposes. It was therefore not easy for the participants to try to explain the two concepts fused together. After careful and repetitive analysis, the researcher could decipher the following as some common understanding of the concept of curriculum leadership by the various categories of participants.

The respondents reacted to the interview question on how they understood curriculum leadership in secondary schools. Their responses were fused into the following categories on curriculum leadership, as they agreed that the HOD curriculum leadership entails the following:

- Mentoring, giving advice, support, empowering and supporting fellow educators and learners
- Developing and enlightening others (fellow colleagues, educators, learners and other stakeholders)
- Motivating subordinates (educators in their departments and subject groups) and fostering interest in their work through sharing a common vision
- Communicating with stakeholders internally and outside the school on activities taking place in the school
- Being democratic, consultative and involved in collective decision-making
- Being in possession of soft skills to deal with colleagues and other people they come into contact with in the execution of their work
- Possessing the ability to plan, organise, lead and control work of educators and learners and
- Managing conflict within their departments and subject groups

Although the responses seem to be in line with what the participants should have as an understanding of the concept of curriculum leadership, the research revealed that it was not a coherent understanding among all the participants. Some participants could not respond to the question on their understanding of curriculum leadership when it was posed to them during the interviews. Some attempted to answer it but were actually answering the question on roles and responsibilities of HODs, which is discussed hereunder.

#### **6.2.1.2 Roles and responsibilities of HODs as perceived by the participants**

From the analysis and interpretations of the data, the following were findings on what the roles and responsibilities of HODs were. These findings were based on the participants' responses to the research question on the nature of curriculum training programmes for HODs in secondary schools, and the interview question that sought to know from the respondents how they understood the curriculum leadership roles of HODs in secondary

schools. HODs, like all employees, are expected and obliged to perform certain tasks as per their work stipulations. HODs are mainly expected to lead and oversee curriculum implementation. The findings revealed seven roles of HODs as curriculum leaders in curriculum related roles: administrative roles; personnel management roles; resource provisioning roles; collaboration, liaison and stakeholder involvement; extra- and co-curricular involvement; and leadership roles.

Although these were the roles that they felt HODs ought to perform on paper and based on the participants' responses, there was no consensus on what the HOD really has to do. The respondents showed lack of coherent understanding of the roles, although they have DBE documents (DoE, 1999) wherein they could refer to for a better understanding of these roles. It also showed that HODs are promoted to their positions without an understanding of what they are supposed to do. It further demonstrated that the principals and education officials also had a scanty understanding of what the HODs are expected to do, which may lead curriculum implementation into disarray.

Types of training received by the HODs were also a noteworthy finding and it is discussed in the succeeding sections.

### **6.2.2 Types of training received by HODs**

In the second theme, participants had to respond to the interview question on whether they had received any type of curriculum leadership training as HODs, or whether they had provided any curriculum leadership training for HODs as principals or education officials (§ Figure 5.2). Participants also had to indicate what type of curriculum leadership training they had received or provided. The findings of the research found that the following were the types of training received by or provided to HODs:

- **Induction** was provided and done over a short period of time, usually over two or three days. In some extreme cases participants decried that it was done over one day, which is extremely short. The induction was also not well-coordinated, as all members of the SMT who were newly promoted were inducted at the same time, on the same content or topics, by the same people and at the same venue. Even issues that were not of concern to HODs were dealt with. Matters that were of direct interest to HODs were either not addressed or partly addressed due to time pressures and other logistical concerns.
- **Professional support forums (PSF)**. Although the PSFs were carried out to give the HODs an idea of what to expect in monitoring their specific subject, they were not

specifically organised for HODs as educators also attended them. Sometimes the educators were the moderators of HODs' work which did not sit well with the HODs. The PSFs were also content specific, while they left out the leadership aspect. The research also revealed that the PSFs are organised over short periods of time, mostly over two to three hours after school when HODs and other educators are tired with their concentration levels down. The PSFs can be a good vehicle for development, should they be well-organised and coordinated and accorded enough time.

- **Principal initiated development.** It is the responsibility of principals to develop their educators and SMT members. It was revealed during the analysis of the data that only in one school (S5), the principal mentioned that they internally developed their staff including HODs. The same can be said about the education officials who were also sceptical in how they developed the HODs. This raises concern as it became evident that those who had to develop their subordinates did not know that they should do so or did not have the means or platforms for doing so.
- **Short learning programmes.** Although provided externally by institutions of higher learning, the majority of respondent did not know about them or what they were meant for. There was also confusion from most participants on who organised the SLPs, who had to attend and what content was offered. There is a need for better coordination, as the SLPs are a source of training and development for various levels of employees at secondary school level. SLPs are domain specific as some are for educators providing specific subject content and some for SMTs dealing with management and leadership matters.
- **Educator (individual) initiated training.** Some of the HODs mentioned that they took initiatives to enrol for programmes with institutions of higher learning to develop themselves. Although this is a good thing to do, it is not well-coordinated as any HOD may enrol for a programme which may not be suitable or applicable to their work or professional needs. An example may be of an HOD who enrolls for a leadership and management programme while they need to develop on the content of the subject or subjects they supervise. A thorough needs analysis has to be carried out.
- **Integrated quality management systems (IQMS) and continuing professional teacher development (CPTD).** These two training and development programmes are compulsory for all educators at all levels who work for the DBE. The low frequencies of responses on the two programmes suggest that they are not fully

implemented in schools. This may also indicate that if there is low or no implementation of the two programmes, there is no monitoring and accountability from those who are tasked with doing so, especially the principals and education officials. It also demonstrates why there is a low level of training among aspiring leaders like HODs, and development among those who are already practicing in leadership positions.

- **National Education Collaboration Trust (NECT).** The findings reflected that NECT was not provided universally in all schools and for all HODs or SMTs. Where it was provided, the participants were not aware of how or why they came to participate in the programme. In some schools the NECT was provided for educators and not for HODs or vice versa. The education officials who should be involved in organising training and development opportunities for HODs and other employees were also in the dark on who selected the beneficiaries and what criteria was used to do so. The findings demonstrate that there is a need for better coordination from provincial and district offices on the provisioning of training and development.

It is very important to note that, although there was some degree of agreement among the participants on the existence of some form of training and development opportunities afforded to HODs, there was no coherence in how the training was done. In some instances the training was received by some HODs while others did not receive it. Some types of training like NECT were received in other schools (seemingly selected) while others did not. In some instances, particular types of training activities were viewed as the same thing as in the case of PSFs and workshops. Most participants confused the two. This confusion needs to be rectified and a common understanding and meaning has to be reached. It is very important to have a common understating of what training and development the HODs receive and for what purposes. Those responsible for training and development also have to be identified and have to carry out their responsibilities.

### **6.2.3 Content of curriculum leadership training programmes**

When training employees like HODs, the content of the training and development programmes must follow a format through which a set of knowledge and skills are imparted to the recipients (Diamantidis & Chatzoglou, 2014). The findings of this research revealed that the following were the content of training received by HODs as part of their development:

- **Communication.** For information to flow within an organisation, a department and among colleagues, there must be good channels of communication. It is not only

about the channels, but also about how communication is managed. If communication flows, employees will be in the loop on what is happening within the organisation. They will also know what is expected of them, and how and with whom to share the information with. Though communication is a very important activity of the HOD's work, not all participants mentioned that they received training on communication (§ 5.2.3.1).

- **Collaboration with stakeholders.** For HODs to achieve curriculum objectives, they have to work with a number of stakeholders who will assist them in achieving said objectives. Collaboration also leads to collective decision-making and ownership thereof. It also ensures that discourse happens and shared values, norms and vision become a possibility (Patzner et al., 2018; Wiles, 2009). The findings of the research revealed that only half of the HODs, two principals and one education official mentioned that HODs received training on collaboration.
- **Delegation.** Through delegation the HOD shares and distributes work equitably among members of their team. In the process of delegation, educators are actually developed and involved in active decision making (Johnson, et al., 2015; Victor, 2017). However, it was revealed during the analysis and interpretation of data that there was a low frequency of participants on this aspect of training for HODs, where only one participant from each category of participants mentioned delegation as content of the training HODs received.
- **Management of the curriculum.** It is the core of the HOD's work where the HOD is responsible for teaching and learning, curriculum implementation and monitoring and moderation of educators' work (Mansor et al., 2013; Ogina, 2017). Although there were positive mentions of what training on curriculum leadership would do to benefit the HOD, the analysis of the data revealed that there was a lack of such training, as revealed in the responses of the principals and education officials.
- **Inclusive education and diversity.** Different learners need different approaches to teaching and learning. Learners are from different backgrounds, learn at different paces and need attention at various points in their learning (Ware, 1995). HODs are at the forefront of ensuring that the application of inclusive education and diversity are adhered to. Notwithstanding the importance of the HOD having to be able to manage inclusive education and diversity of learners, the research found that there was little training on this aspect, owing to the frequency of responses from the various categories of respondents.

- **Improving on subject knowledge.** For HODs to do their work with aplomb, they need to be continually trained on the current knowledge, methods and techniques of how to teach and assess the subject they are responsible for. (Ware, 1995; Zakharov et al., 2016; Zhao, 2010). Zhao (2010) specifically points out that the training of education professionals should be domain specific, meaning that they have to be trained in the subjects they are responsible for (§ 6.3). Even though the respondents realised that it was important for HODs to be trained to improve on the subject knowledge, it was evident that there was a lack of training for HODs, and if any training occurred, it was poorly coordinated as in the case of PSFs.

#### 6.2.4 Structure of curriculum leadership training programmes

Training in various countries is structured in various ways and takes place at various sites of delivery. It also happens over a particular period of time. There are also various modes of delivery for such training, as revealed in the following findings of the research and agreed to by various authors and researchers (§ 3.5.2.3, 3.4-3.5, 5.2.2 and Table 3.4).

- **Presentation mode.** Presentations are mostly one-way where the presenter disseminates information without interacting with the audience. The audience are passive as they do not react to the presentations. The research revealed that the inductions received by HODs at the onset of their careers were one of the examples of such an approach. Although this method of training saves time for the organisers and presenters and is also logistically easy to manage, it is detrimental to the audience as they do not have time to question the content or interact with it.
- **Interactive and group activity mode.** The nature of PSFs requires attendants to interact with others and share information about the subject content. Although they allow individuals and groups to interact and ask questions, the research revealed that the time allocated to the PSFs is very short and happens in the late afternoon when HODs and educators are tired and are even thinking of going home to attend to personal chores.
- **Modular mode.** Some HODs mentioned that they have enrolled for programmes where they have to complete certain modules for accreditation to a full course, programme, diploma or degree. The HODs do this out of own volition and are not told what modules to follow based on needs analysis. There were not many responses from participants on this mode. There was no mention of modular approach to training from either the principals or the education officials. The lack of mention of

modular training and development from principals and education officials may indicate an incoherent approach to the training of HODs.

- **Assignments and examinations.** Some training programmes are structured in such a way that the attendants should submit assignments and sit for examinations to be accredited for such programmes. Examples of this approach are the SLPs which are offered by institutions of higher learning like universities (SACE, 2013). Although some participants were aware of this structure and mode of development, the majority did not know what they were, who organised them and how they were presented. They also did not know how long they took to complete and how participants were chosen.

Although these were the modes, approaches or structures of presentation during the development activities offered to HODs, there was clear evidence that there was no coherence in the way they were deployed and followed in training and developing the HODs.

#### **6.2.5 Barriers experienced by HODs**

Barriers are impediments that curtail the HOD from performing at their optimum best (Leithwood, 2016). Barriers can emanate from within the organisation or department or without. The research analysis and interpretation of the data revealed the following barriers experienced by HODs in schools:

- **Workload.** It was interesting to note that the majority of HODs agreed that they were overloaded, while some principals agreed with them. There was one principal (P1), who in contrast thought that HODs were actually underutilised. The education officials had nothing to say about HODs' workload.
- **Lack of time.** Due to workload and a plethora of activities competing for the HOD's attention, it is natural for the HODs to lack time to attend to all the activities. HODs in particular were the ones lamenting lack of time as they had to do most of their work after hours, at home, during weekends and during the school holidays.
- **School culture and environment.** HODs mentioned non-compliance, educators not wanting to share resources, cliques within staff and departments and willingness to do their work as some of the negative school culture prevailing in their work environments hampering the HODs from performing their work. The preceding sentiments were confirmed by one principal, while the education officials did not mention school culture in their responses to the barriers experienced by HODs.

- **Lack of resources and facilities.** HODs, who are the custodians of resources in their departments, lamented that they lack most of the basic resources like textbooks (§ 5.2.5.3). The principals and education officials who are the main source of the resources were muted on the issue of lack of resources.
- **Poor learner discipline, performance and attitude.** The research revealed that almost all HODs lamented the fact that the poor behaviour of learners and their negative attitude were a barrier in them doing their work properly. In contrast, the principals and education officials did not mention or respond to the aspect of poor learner discipline, performance and attitude as a barrier to HODs.
- **Poor communication.** Communication is very important for the organisation to realise its objectives and reach its vision. When communication channels are blocked, the organisation is bound to experience challenges in the form of bottlenecked information. The analysed data revealed that there were problems with how communication is handled in their schools. Communication did not flow and educators did not want to share important information with fellow colleagues and HODs. Principals also agreed that there were challenges with how communication was handled in schools. The principals also emphasised the need to train HODs on how to communicate better.
- **Socio-economic environment.** The South African social demographics also dictate to the social status of schools (§ Table 4.1 and 5.1). The fact that learners come from very poor households and child-headed families is always a challenge on how teaching and learning takes place, with dire consequences for the HOD's plans and curriculum delivery (Gustafssonab et al., 2018). The learners from such backgrounds need to be attended to differently, with extra time and effort. The research revealed that the HODs have challenges of dealing with learners from poor households as parents in such homes are illiterate and can't assist or support the learners with their school work. It was also revealed that there were learners who are 'parents' themselves and had to take care of their siblings. It puts an extra burden on the HODs to make sure that these learners receive extra attention outside of the classroom.
- **Changes in the curriculum.** There have been many changes to the curriculum in South Africa since the advent of democracy in 1994. These changes brought with them many challenges to the educators generally and to the HODs specifically as they are the overseers of the implementation of the curriculum (DBE, 2009a). It is a

known fact from the literature that training educators for the curriculum changes in South Africa was not enough. The data analysis also confirmed through the responses of all categories of participants that there was a serious gap in training the HODs on the curriculum changes, including CAPS. The changes are not managed well and therefore affect the confidence and moral of HODs.

- **Lack of incorporation or use of technology in teaching and training.** The world is moving toward the Fourth Industrial Revolution (4IR) and schools need to prepare their learners to meet the challenges of this technological age (Hinostroza, 2018). In this fast-paced industrial revolution, the modern-day educator needs to be on par with the latest developments. The research revealed that most schools and HODs are not skilled towards enhancing the onset of the 4IR, as their schools lacked resources or educators were not skilled to use the available technologies. There is therefore a great need to incorporate and integrate the use of ICT in schools.
- **Vandalism.** It is the intentional destruction or defacing of property. It has negative implications for the economy and psychological and educational implications to affected schools (De Wet, 2004; Pfattheicher et al., 2018). Although only one respondent mentioned vandalism as a barrier to their work, it is known from the news bulletins and reports that there is a lot of vandalism taking place in South African schools where stolen materials are sold for cash.
- **Diversity.** South Africa is a diverse country with different languages and different backgrounds (Sincer et al., 2018). There is also a lot of migration taking place in the country. Educators, learners and parents of diverse backgrounds interact with each other, with huge challenges to the HODs. The HOD interacts with educators of different ages, education levels, various psychological challenges, different IQ levels, and so forth. The HOD has to cope with such huge diversity. The research revealed that HODs struggle in dealing with different age gaps in educators, levels of experience of educators and educators who do not want to work with others. There are also cliques within their departments and different personalities which are a huge burden to the HODs who are in most cases not trained to handle it.
- **Lack of training and development.** Training and development empower employees and turn them into life-long learners (Sartori et al., 2018). The analysis of data revealed a dire need for training and development for HODs. The HODs lamented the lack of training and the need for such to happen. The education officials also revealed that the types of training offered to HODs is neither coherent nor enough.

The officials acceded to not understanding what type of training is offered to HODs as they confused induction with orientation (§ 5.2.5.12). The data analysis also revealed that there was a lack of training for HODs, and where it was provided it lacked coherence and was done haphazardly with no specific outcomes. The dearth of coherent and focussed training for HODs is a cause for concern and is an area that needs urgent and special attention.

### **6.2.6 Enablers experienced by HODs**

This section reveals what enablers related to curriculum leadership HODs experience. The findings revealed the following enablers experienced by most of the HODs:

- **Support.** Where there is support, performance is enhanced (McIntosh et al., 2014; Pinkelman et al., 2015). The findings of this research pointed out that the participants received support from stakeholders, hence they were able to carry out their duties even under trying circumstances as discussed earlier in the research (§ 5.2.5 and 6.2.5).
- **Open communication.** Although poor communication was mentioned as a barrier by some participants, some participants revealed that open communication existed in their schools and that it enhanced information sharing (Wang & Shen, 2017; Wiles, 2009). The participants also revealed that communication in the schools took many forms like meetings, information books, briefings, workshops and reporting.
- **Planning.** Planning is a vital part of the HOD role. It includes formulating objectives, vision, and influencing educators towards particular curricular vision (De Nobile, 2018; Thorpe & Bennet-Powell, 2014). The majority of the interviewed participants revealed that HODs' planning assisted them in carrying out their responsibilities. The data also revealed that planning for the HOD also emanated externally from the district offices as guidance for what should happen in a particular subject and department. It came in the form of ATP, which guides HODs and principals on the curriculum coverage in a particular academic year.
- **Training and development opportunities.** In section 6.2.5 above it was revealed that there was a dearth for coherent training for HODs. Further findings revealed that there were some forms of training accorded to HODs, although they were not enough and were neither coherent and nor well-organised (§ 5.2.2, 5.2.5 and 6.2.5). These further findings on training and development opportunities were categorised as enablers experienced by HODs. The opportunities are not only provided by service

providers and senior personnel, but are also self-initiated, as is with HODs who have enrolled for programmes with institutions of higher learning for self-development and life-long learning.

- **Positive school culture.** A negative school culture detracts the HODs from performing at their peak, while a positive culture enhances their performance (Leithwood, 2016). Some participants revealed that the positive school culture they experience in their schools assist and enable them to do their work with ease. They revealed that there were some levels of cooperation which made their work achievable in many respects.
- **Positive learner discipline.** Where there is positive learner discipline the performance of learners and educators become increased (Belle, 2018; Mestry & Khumalo, 2012). Although it was revealed earlier that poor learner discipline, performance and attitude were barriers experienced by HODs by the majority of respondents (§ 5.2.5 and 6.2.5), it can also be revealed through analysis that a few of the participants felt that positive learner discipline in their schools was an enabler. Where learners behave well, there is bound to be a conducive teaching and learning environment.

#### **6.2.7 Perceptions of participants on the components to be included when designing curriculum leadership training programmes**

During the analysis and interpretation of the data, it was revealed that participants felt that there were some elements that the participants generally and HODs in particular wanted to be included in a training and development programme for HODs in secondary schools. These elements were:

- **In-depth mastery and knowledge of the supervised subject element.** For HODs to lead and manage a subject, they must have a deep understating of the subject. The HOD must possess current knowledge of the subject and able to apply the latest teaching and assessment methods and techniques.
- **Curriculum leadership and management element.** It is the main duty of the HOD. The HOD must be well-prepared for this position as most of the their work revolve around this aspect of curriculum leadership
- **Management of resources element.** The HOD must have the know-how of managing resources, as their departments depend on resources like textbooks and special rooms like media and laboratories to function to their optimum best.

- **Personnel management element.** Interaction with fellow staff members and subordinates cannot be avoided. Where there are people there are emotions. The HODs must also be developed on soft skills. HODs must learn to deal with people with different characters and backgrounds. They must learn to deal with labour related matters like conflict management, educator discipline as well as educator performance appraisal and different leadership.
- **Administration element.** According to the participants, the programme should include assisting HODs on how to administer information about their subjects, department and educators under them. They wanted HODs to learn how to record, file and share information in all formats including text and electronically.
- **Leadership element.** The HOD also suggested that the suggested programme deals with aspects of leadership styles and management approaches which would assist them in leading and managing the curriculum implementation and performance of learners and educators.

During the development of the training programme, which is discussed below, the elements above will be infused into the newly developed training programme for secondary school HODs.

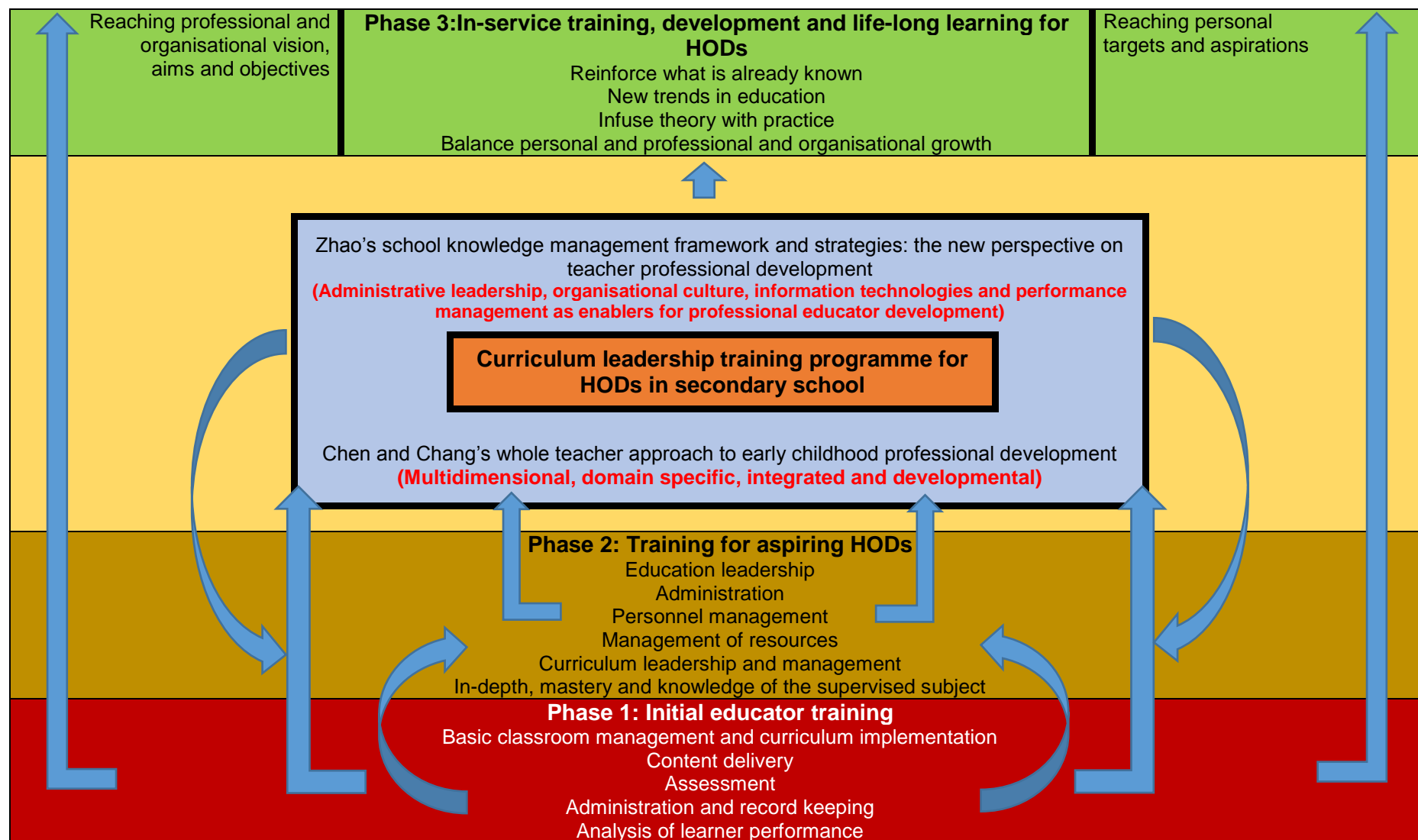
### **6.3 Recommendations**

Based on the findings of the study, the following is recommended:

- There must be a coherent and deliberate training and development programme for aspiring HODs.
- Incumbent HODs should receive constant and coherent curriculum leadership training and development which is managed from a central place.
- The curriculum leadership training and development of incumbent HODs should be based on a needs analysis of all HODs.
- Principals of schools should be at the centre of developing HODs for life-long learning, because they understand the contexts of the HODs' working environments.
- The education officials at district offices should develop a comprehensive and context-based needs analysis with the assistance of HODs and principals, which they must provide to HRD at provincial and national offices for a coherent and similar training programme, and provision of resources and guidance

Based on the perceptions of the participants on the elements to be included in the leadership training programmes for HODs, the research recommends a training programme discussed in the research (§ 5.2.7 and 6.2.7). Below is a figure summarising the proposed curriculum leadership training programme for HODs in secondary schools that results from the findings of this research.

Figure 6.2 Schematic representation of curriculum leadership training programme for HODs in secondary schools



### 6.3.1 Curriculum leadership training programme for HODs in secondary schools

The purpose of this section was to address research aim four (§ 1.2.5), which was to explore and developed a training programme that can be implemented to develop HODs' effective curriculum leadership. Where there were training and development opportunities provided to HODs, however they were done haphazardly and incoherently. It could therefore be revealed throughout the research that there was a lacuna in the development of HODs and that there was a need for a coherent and universal curriculum leadership training programme for HODs (Chen & Chang, 2006; Zhao, 2010).

The suggested training and development is based on the theoretical framework, as discussed in chapter three. The two theories of whole teacher approach to professional development theory of Chen and Chang (2006) and Zhao (2010) School knowledge management framework and strategies – the new perspective on teacher development were used as the theoretical framework against which the study hangs for support (Hernandez, 2013; Miller, 2009).

Chen and Chang (2006) suggest that the development of educators should be holistic and follow an early childhood development strategy. In simple terms, the professional development of educators should be in totality. Chen and Chang (2006) indicate that the professional development of educators should be multidimensional, domain specific, integrated and developmental.

#### 6.3.1.1 Multidimensional

This new programme has a multi-pronged approach offering training on the attitudes, skills, and practices that educators aspiring for HOD curriculum leadership positions should possess. The aspirant HOD must have a positive outlook on life and be able to interact with other human beings. It is therefore imperative for the aspirant HOD to possess soft skills and the ability to deal with complex and challenging situations, processes and systems. Based on the theoretical framework of Chen and Chang (2006), as applied to this proposed training programme for HODs, the attitudes and skills that the aspirant HOD should possess are the following, in no order of importance:

- **Resourcefulness.** The HODs must be able to share information with fellow colleagues, subordinates, stakeholders and learners.
- **Positivity, accessibility, and approachability.** The HOD must always show a positive outlook on life and never be negative even when situations are against them.

Colleagues and learners must be able to reach out to them in times of need, and they must not be difficult to approach even on private matters.

- **Exercise pastoral care and have welfare of colleagues at heart.** The HODs must be trained on how to deal with all types of people, young or old. They must also be seen as father figures and realise when others are in dire need for assistance, whether professionally or personally.
- **Being researcher and life-long learner.** Education is dynamic and needs to adapt to the present challenges and future needs. In the advent of new technology and 4IR, HODs must be able to learn and use current knowledge and prepare for the future to remain relevant. They can only do that by being developed continually.
- **Professionalism.** The position of HOD is a formal one and needs the incumbents to carry themselves professionally at all times. Being developed will assist the HOD to remain and be seen as a professional, as long as they know what is expected from them.
- **Ethical, grounded and trustworthy.** The HOD needs to be developed in ethical conduct so that they act in a way that would keep them grounded and trusted among their colleagues, peers and superiors. They must be able to carry out delicate work and be trusted with confidential information about the school, colleagues and learners.
- **Empathetic and sympathetic.** The HODs deal with many people with various challenges in life. The HOD needs to be developed so that they can be able to feel for other people by placing themselves in the shoes of such people.
- **Being a good listener and have understanding.** A person who listens well understands better and becomes wiser. They learn not only to hear messages but also to read messages from different cues and media, being it verbal or otherwise.
- **Neutral and unbiased in handling work related issues.** Dealing with serious issues like conflict and personnel disciplinary matters needs absolute neutrality and an unbiased approach from HODs. The HOD needs to be developed on these skills and attitude.
- **Accountable and diligent.** Dealing with learner assessment and performance requires from the HOD to be accountable as it is a serious matter concerning the future,

emotions and egos of learners. The HOD must be diligent in dealing with learners' assessment and performance.

- **Time conscious and exemplary.** The HOD's work entails working on tight deadlines. They must always be punctual to set examples to their educators. HODs must also be on time for their own classes and meetings.
- **Value good performance, strive for perfection, want to accomplish and be competitive.** For their departments to succeed, the HOD must set high standards that are communicated to all involved. They must strive to be perfect without trying too much and be competitive to want to achieve more and continuously be the best.
- **Like what they do.** Although promotional posts come with some form of prestige, they also come with baggage as they place immense responsibilities on the incumbent. There are also high expectations for good performance. The incumbent should therefore love what they do, even in the face of challenges and prospects of failure.
- **Develop others.** For their departments and subject to be functional and performing according to acceptable standards, the HODs must constantly train their teams. They can only do so if they are trained well themselves.
- **Exercise authority with politeness while being firm.** Although the HODs have vested powers and authority over the people they supervise by virtue of their formal position, they must be polite but also firm in their dealing with their subordinates. It is not easy to do so, hence the need for training and development.
- **Respectful and use constructive criticism.** The HOD needs to be developed in dealing with poor performance. They must learn to do so with respect and applying constructive criticism. They must learn to deal with the issue and not the person.
- **Innovative, resourceful and productive.** Education and knowledge is not only confined to the four corners of the classroom. HODs must learn to think out of the box, applying different approaches, methods and techniques of learning to unconventional situations to produce exceptional results. It takes time and focus to do so, hence the need for training and development.
- **Respectful.** Respect begets respect. It is reciprocal. If the HODs respect those they come into contact with, the same will happen to them in return. It is a learned value and attribute which the HOD can develop and apply in life generally.

- **Letting educators know what is expected from them.** The HOD must be able to communicate their aspirations, visions and goals with those they work with. If everybody involved knows what is expected from them, the end goal will be easy to reach.
- **Ability to adapt to new situations and changes.** If the HOD is trained and well-developed, it will be easy to adapt to the new environment, such as changes in the curriculum and changing schools in the event of such an occurrence.
- **Loyal to the school.** It is easy to see the greener pastures on the other side of the river. HODs who are well trained and know what they are doing will want to stay in one school and see the fruit of their labour through. Those who lack training will always find the current situation tough and boring and always look for excuses to escape it.

The training programme offers to develop the HOD in various ways, including through in-service training, allowing peer development and self-directed learning where enrolment with institutions of higher learning will be allowed, but only after a thorough needs analysis is carried out to benchmark who of the HODs need development and on what aspects of their leadership. Aspirant HODs will also be mentored and coached through a well-coordinated mentorship and coaching programme which should be managed professionally and evaluated externally by district offices.

Not all educators need development on leadership, but areas like subject content also need attention for development.

#### **6.3.1.2 Domain specific**

The nature of the HOD's work is hermaphroditic, meaning they are both classroom educators and perform management and leadership roles (Gurr & Drysdale, 2012). Not disregarding other areas, the development of HODs should therefore focus mainly on the two areas of subject specialisation and curriculum leadership. Subject specialization will assist the HOD to master the subject they lead and in many respects become a resource or source of reference for their educators. They will also become an authority in the subject and gain respect from their peers for that. Curriculum leadership is important for the HOD to lead the subject and department they are responsible for. The importance of PSFs as platforms for subject domain specific development cannot be overemphasized, but better coordination and coherence of the PSFs are required as discussed above (§ 6.2.2) and elsewhere in the research (Bolotin, 2015; Chen & Chang, 2006). The same could be said about training aspiring and incumbent HODs on curriculum leadership matters for better management of the curriculum.

### **6.3.1.3 Integrated**

As (Chen & Chang, 2006) put it, the approach of developing educators should be one of doing it in totality or holistically. The training programme focusses on integrating skills, knowledge, values and attitudes (Bolotin, 2015; Chen & Chang, 2006). This is done in order to develop a rounded human being or professional who can function in a variety of situations and face many challenges due to their integrated development, rather than focusing on certain objectives only. This training programme strives to integrate professional development of HODs in order to prepare them for the possible challenges ahead. It is developmental in approach as it strives to continuously develop the HOD for life-long learning.

### **6.3.1.4 Developmental**

The training programme is also developmental in approach as it aims at supporting educators through their career paths from the novice, intermediate through to expert levels (Chen & Chang, 2006). It also aims at providing support for continuous growth and life-long learning through integrated activities both emanating internally and externally from the school.

The professional development through the training programme is not only beneficial to the HOD, but also to the school as the HOD practices their trade within the school. The skills and knowledge they acquire through curriculum leadership training and development are going to be shared among the colleagues, leading to knowledge management within the school, and create a conducive environment for perpetual growth of the school and the staff.

## **6.3.2 Enablers to professional educator development**

For development to take root, there must be enablers within the school which make conditions fertile for such to happen. In his theory on knowledge management, School knowledge management framework and strategies: The new perspective on teacher professional development, Zhao (2010) suggests administrative leadership, organisational culture, information technologies and performance management as enablers for professional educator development.

### **6.3.2.1 Administrative leadership**

Zhao (2010) insists that the school leadership is responsible for the creation of opportunities for HODs to develop professionally. This training programme suggests that school principals and their SMTs must make information available to aspirant leaders on what to do to become a leader in the school. They must inform aspirant leaders and incumbents with information on

what training and development opportunities like programmes, bursaries, short courses, seminars, conferences and workshops are available. The principals should also provide aspirant leaders with opportunities to practice leadership through delegating duties, which will gradually see the aspirant leaders mastering such tasks. The tasks should not be haphazard, but organized coherently and deliberately to give meaning to the delegated. There should also be mentoring and coaching opportunities which are meaningful and appealing to the aspirant HODs or protégées. Principals should be open about available career paths and match such to the needs analysis of the school and that of the educators. The principal's attitude towards professional development sets the tone for a general school culture on professional development.

### **6.3.2.2 Organisational culture**

School knowledge management framework and strategies: The new perspective on teacher professional development suggests organisational culture and a positive welcoming school environment as the second enabler for professional educator development to happen (Zhao, 2010), which this research agrees with and is infusing in the development of the new curriculum leadership training and development programme. During the discussions on the analysis and interpretation of the data, positive school culture, albeit at a lower frequency, was revealed as one of the enablers experienced by HODs. Positive organisational culture is important as educators will be able to grow without hindrance and without fear of ridicule when they make mistakes in their learning.

Open and prompt communication, sharing information, collective decision-making and sharing common vision, respect among team members, support, cooperation, assistance for each other and team learning are all but a few of the examples of positive organisational culture that would assist the aspirant and incumbent HOD to learn and grow on the job as a life-long learner. In creating group learning cooperation and knowledge sharing mechanisms, trust develops and educators access knowledge together and collaborative knowledge occurs. How the school manages its information flow is also key to educator professional development.

### **6.3.2.3 Information technologies**

Schools are by their very nature information rich environments (North & Kumta, 2018; Zhao, 2010), as well as great archive locations. The information is stored in various forms like text in books, files, memoranda, circulars, policies, Acts, guidelines, posters and a plethora of other sources. It can also be stored electronically on computer hard drives, flash discs, compact disks, folders and the internet. Information can be shared through text, electronic, visual and

verbal formats. It is important that those who are managers and custodians of such knowledge must store and it well and share it for the sake preservation and development of others (§ 3.3.1.1). It is therefore very important that a training and development programme should be inclusive of ICT, where educators would learn the basics of storage, acquisition and accumulation, access to information, as well as the sharing and dissemination of such information. The ICT integration into the new training programme would also see the educator being developed in totality as suggested in this research (§ 3.3.1 and 6.3.1).

#### **6.3.2.4 Performance management**

Performance management is part and parcel of every profession. The essence of performance evaluation is basically to analyse employee performance and provide professional development and further career improvement (Bush & Glover, 2016; Msila, 2014; Queen-Mary & Mtapuri, 2014; Zhao, 2010). Every employee is bound to be assessed of their performance to get a picture of how the employee copes with their work, what training needs they require, work placements and suitability, and career choice. If employees are allowed to self-appraise and to match this with the employer assessment, a comprehensive workplace analysis may be arrived at. The suggested curriculum leadership training programme for HODs advocates for a streamlined, easy to manage but comprehensive performance management programme, which would be managed at district level where decisions would be taken with ease. It would also allow constant interaction between the individuals at school and those who are responsible for its implementation and monitoring. The training also advocates for the performance programme to be evaluated biennially for appropriateness and relevance.

The combination of Chen and Chang (2006) whole teacher approach to professional development and Zhao (2010) School knowledge management framework and strategies formed the basis for the proposed programme.

#### **6.3.3 Training and development phases**

The new curriculum leadership training programme advocates for three phases of training for those who are aspiring to become HODs and those who are already practicing as HODs. The programme advocates for training for aspirant, novice and experienced HODs.

##### **6.3.3.1 Phase 1: Initial educator training**

The training programme suggests student teachers should be trained on the following basic aspects of curriculum leadership, which they will encounter in their initial educator training at institutions of higher learning:

#### **6.3.3.1.1 Basic classroom management and curriculum implementation**

The students should be taught and trained on how to arrange their classrooms. They should also be taught how to manage learner discipline. Diversity is also an important aspect that must be included in the student educators' learning material. These initial classroom and curriculum management skills would be handy to prepare the student educators on how to assist novice educators in the future when they themselves would be experienced already.

#### **6.3.3.1.2 Content delivery**

There are many techniques and methods in the literature on how to approach various lessons and subjects. Teaching students in-depth variety of teaching approaches and techniques would prepare the student teacher for the work in the field. The student should also be taught in depth about the content of the subject they are supposed to teach or study towards. The programme also suggests that the selection of students for teaching particular subjects should be carefully selected. Students should be selected and trained based on their strong performance in the final year of high school or the experience they have in teaching such a subject.

#### **6.3.3.1.3 Assessment**

During initial educator training, students should be taught how to assess learners and how to give meaningful activities to learners. The activities should be weighed against learners' performance and levels of learning. Students should be guided on how to develop assessment tools and how to use them in diverse classrooms. The students must be made aware of the impact that the assessment can have on the learners and the entire school. They must also be taught on how to apply these assessment tools and techniques to the context of different schools.

#### **6.3.3.1.4 Administration and record keeping**

One of the main roles educators play is administration. The novice educator needs to be taught the importance of record keeping. Through correct filing, the educator can always go back and compare the present with the past learner performance and then project future performance. The records can also be used for analysing learners' performance throughout the academic year. It will assist the educator to adjust their own teaching approaches and methods where need be. Records are also important as the educator would not run around looking for specific information as that would be readily available from the filing of the educator.

#### **6.3.3.1.5 Analysis of learner performance**

The educator must learn how to analyse learner and educator performance in order to benchmark future performance. It would also assist the educator in intervening where poor performance is realised. Analysis of results can also assist the SMT, particularly the HOD, on advising the principal on which educators should be placed where due to their strengths and weaknesses. The analysis of learner performance would also assist the HOD on the correct placement of learners and subject choices.

#### **6.3.3.2 Phase 2: Training for aspirant HODs**

The suggested training programme propose a second phase of training which is targeted at aspirant HODs, in accordance with the two theories of Chen and Chang (2006) on whole teacher approach to professional development and that of Zhao (2010) on school knowledge management framework and strategies: the new perspective on teacher professional development. Chen and Chang (2006) advocated for the approach to the professional development of educators to be multidimensional, domain specific, integrated and developmental. Zhao (2010) suggests that administrative leadership, organisational culture, information technologies and performance management must be used as enablers for professional educator development. The research conducted in this study suggests that the development of aspirant HODs should have education leadership, administration, personnel management, management of resources, curriculum leadership and management, and in-depth and mastery of the subject content as its key components.

##### **6.3.3.2.1 Education leadership**

HODs are part of the leadership of the school called the SMT. HODs are there to assist with the implementation of the curriculum. Their curriculum leadership is seen in their interaction with educators in their department, and how they motivate their team members towards achieving common goals. It is therefore very important that the aspirant HOD be trained on education leadership, so that they are ready to occupy the challenging position of HOD in future. As with novice educators, the new programme also suggests that aspirant HODs be trained on administrative issues on a more comprehensive level.

##### **6.3.3.2.2 Administration**

This research would like to put it that administration would entail all aspects of the educator's daily work, which have to be filed and shared with other colleagues and stakeholders internally or externally, being it at present or in future (Javadi, 2014; Javadi et al., 2017). These

administrative responsibilities may include, but are not limited to, the following, depending on the context of the school or level of development of the recipients: examination papers, coordinating and moderation of examinations, assessment of learners and processing and recording thereof, and communicating with parents and stakeholders through letters and email (Bissessar, 2017). The importance of the training and development on administration cannot be overemphasized, hence the suggestion that the newly developed training programme have administration as one of its components. Educators looking to be promoted to HOD must also be trained on how to handle personnel related matters.

#### **6.3.3.2.3 Personnel management**

The handling of personnel related issues is something a leader or manager can escape. HODs manage teams of people in their departments. They are also advisors to the principal on the placement of suitable personnel to particular subjects. They are also harnessed during recruitment to advise the principal on the suitability of candidates. These are no easy tasks and asking a newly promoted HOD to perform such delicate tasks is like throwing them in the deep end where they have never been, and setting them for failure whether deliberately or not. It is therefore very important for the aspirant HODs to receive training on personnel management in order to prepare them for the future as HOD incumbents. Aspirant HODs should also be trained on managing resources in their department and school.

#### **6.3.3.2.4 Management of resources**

Resource management is a crucial part of the HODs work. HODs must know what resources are required in a particular class, grade and department. They must know how many of such resources are required and for what purpose. They must know how to budget for, procure, receive, distribute, maintain, retrieve and store the resources. This is not an automatic process to happen, but educators should be gradually trained towards it so that they are ready to handle the challenging work once they occupy the position of HOD. HODs should also be trained on curriculum leadership, which is seen as the most important aspect of the HODs work.

#### **6.3.4.1.5 Curriculum leadership and management**

For HODs to be able to grapple with the task of managing curriculum implementation, they have to be trained for the role. They must receive thorough insight about curriculum leadership and management, how to handle it, evaluate and monitor its implementation and to analyse trends in the performance of the learners and educators. Managing the curriculum is no minor duty, hence the suggestion of a new training programme which propagates for the inclusion of

curriculum leadership and management as one of the components of the programme. It is also vital for aspirant HODs to possess in-depth knowledge of the subject and master the content of the subject they oversee.

#### **6.3.3.2.6 In-depth mastery and knowledge of the supervised subject**

HODs are also subject educators. They must possess in-depth knowledge of the subject and master it in order to share it with and develop those they lead. Curriculum is ever changing as seen in the South African context. The HOD needs to be on top of all new developments and assist with the assimilation of the new knowledge in the school without delay and undue disruptions. The need for training and development of all educators generally and aspirant HODs in particular should not be taken lightly. The educators must be trained and developed in totality and enabling conditions must prevail for the development to take root (Chen & Chang, 2006; Zhao, 2010). They need thorough preparation on the mastery of the subjects or subjects they head, in order to be ready for the position of HOD. The research also suggests a third phase of training, which is targeted at the experienced HOD.

#### **6.3.3.3. Phase 3: In-service training, development and life-long learning for HODs**

Incumbent HODs should not be left alone without providing them with in-service training and development opportunities for lifelong learning (Dosunmu & Adeyemo, 2018; Sartori et al., 2018). The new programme suggests that the training and development may be formal or informal (Dosunmu & Adeyemo, 2018), or can be provided internally or externally (Mense et al., 2018), as long it is well coordinated from a central point and is based on the needs analysis of the target group.

##### **6.3.3.3.1 Reinforce existing knowledge**

Sometimes existing knowledge is still relevant and applicable to the work environment. It should therefore be reinforced to match the current situation. Incumbent HODs need to be trained for refreshment and consolidation of what they know, and what is applicable currently. The incumbent HODs need to be trained in maintaining such knowledge for the progression of the subject, department and school. It is with this in mind that incumbent HODs be trained continually so that they do not forget important aspects of their work such as monitoring, moderation and analysis of performance of learners and educators. The incumbents should also be trained on new developments in their positions and workplaces.

#### **6.3.3.3.2 New trends in education**

Internationally the world is moving towards the 4IR, which is expected to be part and parcel of all curricular across the globe. South Africa has seen its fair share of changes in curriculum over the past 25 years. It is with these changes in mind that the new programme suggests that there must be training afforded to incumbent HODs on the new curricular and developments so that they can assist their educators in infusing the new knowledge into the existing. The knowledge and skills HODs share with learners should be current and serve the worker of the future.

#### **6.3.3.3.3 Infuse theory with practice**

When incumbent HODs enrol for programmes with institutions of higher learning, they mostly receive theory training of what the content is all about. For HODs to fully comprehend the new knowledge they must implement it and see in practice whether it works or not, or whether it is applicable in the context of their school and practice. The new programme suggests that all other programmes offered to the HODs should be benchmarked and must have a practical component which the HOD must pass before the fully accredited programme can be conferred to the candidate. The approach will assist the incumbents to infuse the theory with practice and ensure that the candidate HOD understands what they have to do with the new knowledge and skills. Development of HODs should not be based on the success of the school as an organisation only, but also on personal and professional growth.

#### **6.3.3.3.4 Balance personal, professional and organisational growth**

Developing the incumbent HOD towards organisational success is not enough, as they also need to develop personally and professionally.

Personal development is achieved when the incumbent reaches personal goals. Personal goals are those goals that the incumbent set to achieve outside their work place but are also recognised by their peers. Personal growth may include areas like the upmarket address where the incumbent lives, the cars they drive, the lifestyle they lead and the circle of friends they keep. The training programme suggests that these aspects should be included in the programme, as they have a direct impact on the HOD's performance. The HOD may feel inferior because of what they possess and who they are associated with, which may have a negative effect on their self-esteem and hamper their professional growth. Enabling circumstance should be created (Zhao, 2010) for enabling the HOD to develop in totality (Chen & Chang, 2006). Personal growth should be balanced with professional growth.

Professional growth targets those aspects that will allow the incumbent to grow and equip them with sets of knowledge and skills which they can use in their work setting or incumbency. It is important to note that the organisations choose what, when, how, who, and why they train, based on the needs of the organisation and individuals within the organisation. This research stresses that the training should be based on a thorough needs analysis of the organisation, but above all those of the incumbent, as the incumbent is the one who does all the work towards the realisation of the needs of the organisation. Promotion at the work place and recognition through awards and rewards give the incumbent the feeling of importance and belonging to the elite club of achievers, which is a human character. Professional and personal growth leads to self-esteem and self-actualisation, which gives the incumbent the gratification of “I have arrived”. It is an extrinsic motivation which will spur the incumbent on for more or maintenance of the present situation.

However, despite these promising results, there were some limitations to the study, as discussed below.

#### **6.4 Limitations to the study**

The research cannot be a success in its entirety. There are some limitations which are part of the research activities mentioned in chapter four (§ 4.10). The limitations may be as a result of the choice of methodology, the sample size and how the strategies of the research were carried out. Research limitations are stated after a study has been finalised. In most of the cases the limitations are customarily out of the control of the researcher, and may have direct bearing on the results of the research (Merriam & Tisdell, 2016; Thomas, 2017). The limitations of this study are discussed below.

##### **6.4.1 Theoretical limitations**

The importance of the qualitative and quantitative methods of research cannot be over-emphasised. This research applied the qualitative research solely, and that may have led to limited findings of the study. This may have had an effect on addressing the aspects associated with the main research question.

The sample of HODs, principals and education officials used for this research was small. The sample was from two area offices (sub-districts) in the Bojanala District in the North-West Province. It would therefore be very difficult to generalise the results of the research. The education officials could also have included the officials from HRD at head office in the province, as they have the knowledge of how schools and educators are chosen to receive

training and development. Their responses would have been valuable in answering some of the questions HODs, principals and education officials at lower levels found difficult to answer. Because principals were also part of the participants, HODs may have felt intimidated to respond positively to the interview questions to please the principals. The sample cannot therefore be generalised to a wider population. The research was interpretative in approach, which may leave some questions without answers and in developing and testing theories, which is something the quantitative approach is rich in. Due to not using the quantitative approach, the study could not test the statistical significance of the results. It could neither prove the cause and effect nor test the statistical relationship between multiple variables, as it only focused qualitatively on the curriculum leadership training programme of HODs in secondary schools.

#### **6.4.2 Executive limitations**

The research revealed the following aspects about the researcher (Merriam & Tisdell, 2016; Thomas, 2017):

- The researcher's experience and skills as qualitative researcher was initially exposed; the researcher was not able to know when to be silent and allowed the participants to talk freely, when deeper probing was warranted, when to change the direction of the interview and also when to stop the participants as the question had been fully answered. After the first interview was transcribed, the researcher met with the study supervisor who advised on which techniques to improve on. The situation changed as he was able to guide the participants towards a particular direction and probe deeper where the need arose.
- Personal bias as a research instrument from the side of the researcher could not be ruled out as it may have affected how the data was interpreted. The researcher is a former principal and tried hard to be neutral and unbiased initially but this was remedied by sticking to the interview guide.
- The language barrier loomed large as the participants spoke English as a second language. There were instances where the researcher inadvertently had to assist the participants with equivalent concepts and phrases in Setswana, which is one of the official languages spoken in South Africa and which the participants understood better, albeit only momentarily and occasionally for clarification purposes.
- Some participants may have responded in a way that was aimed at pleasing the researcher and that may have made the interview process unfruitful. The researcher was

quick to pick that up and restated the question for the participant to realise that they were not responding to the posed question.

- Some participants may have been antagonistic towards the researcher as they felt that they were being scrutinised and exposed in how they understood or did their work. The pre-interview meetings put this matter to rest.
- Although somehow expected, some participants might have played the blame game on who did not do their work in developing HODs.
- In some schools the HODs were newly appointed without the three year's prior experience, making it difficult to gain rich information about the researched phenomena.

### **6.4.3 Value of the study**

The study will make a unique and valuable contribution to the knowledge expansion on the curriculum leadership role of HODs in secondary schools. The role of HOD is critical to the effective implementation and leadership of the curriculum in schools, as both are critical in the effective management of teaching and learning and improved academic performance of learners. The DBE and DHET will also benefit immensely in using the proposed training programme as it aims at being coherent and managed better than the present training and development opportunities. The study also resides under the NWU niche research entity Edu-Lead with its focus on education management and leadership. The entity will benefit in increasing its database and research capacity by producing new researchers.

### **6.4.4 Personal reflections**

The researcher had been principal for 11 years and all of those years he had HODs who worked under him. The HODs seemed to be struggling with curriculum leadership. They displayed lack of development. They were poorly integrated into schools on promotion. They were inducted over two or three days and that was it. In many schools principals complained that their HODs were the missing link in the quest for their schools' successes.

In the past four years the researcher embarked on trying to understand what it was that could be done to assist the HODs in becoming the best curriculum leaders they could be. The idea of researching the training and development of HODs was born. The researcher then enrolled for a PhD study in education management and leadership. The title of the research: "Curriculum leadership training programme for HODs in secondary schools" was registered.

During the process of the research, the researcher realised that the issue of development of HODs is not one to be left to chance, but one which should be well-coordinated and managed. Principals and education officials should ensure that they devise mechanisms that would allow aspirant HODs to learn the ropes beforehand, to provide opportunities for growth and life-long learning to an incumbent HOD. The research also revealed that incumbent and aspirant HODs should also take responsibility of their own development by becoming life-long learners.

As a novice researcher the researcher learned a lot about qualitative research and its applications. The researcher also learned so much about the researched topic. The researcher grew personally and in the field of education management and leadership with a focus on training and development.

#### **6.4.5 Proposed future research that relates to the research**

This research employed a qualitative approach by means of interviews. Although it provided details and understanding about the phenomena of a curriculum leadership training programme for HODs in secondary schools, the researcher feels that a follow-up research using quantitative approach should be done.

- Quantitative research may assist in providing insights that the qualitative research may have missed about the researched phenomena. It would also be able to test multiple variables and their relationships amongst each other. The sample was very limited and therefore a larger sample across the length and breadth of the country should be used to have a generalisation of the research findings.
- The research therefore proposes that similar research be carried out taking into account all the provinces of South Africa. This should be done to draw more evidences to feed into the proposed training programme. Doing so will automatically increase the sample size.
- Although comparisons were drawn between South Africa and other international countries, future comparative studies should be conducted with countries within the Southern African Development Community (SADC) region and other African countries with similar education structures to those of South Africa, in order to quantify the extent of curriculum leadership training afforded to secondary school HODs.
- Finally, the researcher proposes that the training programme should also be tested in a longitudinal study in the sampled schools for its applicability and consistency.

## **6.5 Conclusion**

The aim of this research was to explore the nature, content and structure of HOD curriculum leadership training programmes in secondary schools. Furthermore, the research aimed at exploring how HODs perceived curriculum leadership in secondary schools, to explore the barriers and enablers HODs experience as curriculum leaders. The research also aimed at developing a training programme that could be implemented to develop HODs in effective curriculum leadership. In order to achieve these aims, a qualitative research design and methodology was employed where HODs and principals of six secondary schools were interviewed to obtain their perspectives on the researched phenomenon. Strict ethical principles were applied and adhered to throughout and the research.

The study found that there was lack of opportunities for training and development for secondary school HODs. Where such was available, it was uncoordinated and lacked coherence. The management of such programmes was bad and HODs did not benefit from such training and development opportunities. HODs experience barriers, which mostly developed from the lack of training and development. Where training was provided, HODs experienced some enablers which were also seen as the direct results of such training.

Based on the aims and findings of the research, the research proposed a training programme for secondary school HODs, which proposes a well-coordinated, coherent and well-managed approach. The training programme should also be based on an in-depth analysis of aspirant and incumbent HOD needs. In so doing, training and development of HODs can be effectively and efficiently implemented and managed, reducing challenges of lack of development. The limitations of the study were also clearly outlined.

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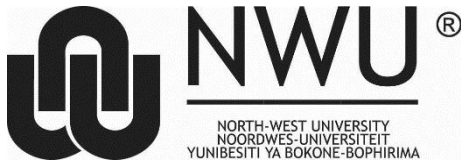
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## ADDENDUM A



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**Title:** Curriculum leadership training programme for heads of department in secondary schools

### Section A: Introduction

My name is Tshepo Tapala. I am working as lecturer in the School of Education Studies, Faculty of Education Sciences at North West University, Potchefstroom Campus and am a member of the subject group Education Leadership and Management.

I am currently enrolled as PhD student at the same university. I intend to collect data for my research thesis relating to leadership training programme for heads of department in secondary schools. Through this research I aim to explore the current nature, content and structure of HODs curriculum leadership training programme in secondary schools. To explore how HODs perceive curriculum leadership in secondary schools, to explore the barriers and enablers HODs face in their roles as curriculum leaders and to explore and develop a training programme that can be implemented to develop HODs in effective curriculum leadership.

I commit myself to the professional code of ethics for researchers which, amongst other aspects, include the following;

- The participation of all research participation is strictly voluntarily and may at any time withdraw from the research without any consequences.
- The anonymity and confidentiality of the research participants are protected and guaranteed.
- Upon completion, the findings of the research will be made available.
- I also ask your permission for this interview to be recorded in order to transcribe it later.
- I also refer to the consent form that you signed concerning all the ethical issues.

If you are satisfied with the above information and ethical issues, can we please proceed with the interview?

## **Section B: Questions to HODs**

### **Curriculum leadership training programme for heads of department in secondary schools**

#### **Interview schedule**

1. How do you as HOD understand curriculum leadership in secondary schools?
2. How do you as HOD understand the HODs curriculum leadership roles in secondary schools?
3. What barriers/problems related to curriculum leadership do HODs experience?
4. What enablers related to curriculum leadership do HODs experience?
5. In your view, what skills, knowledge, values and attitude do HODs need in order to provide curriculum leadership?
6. What are your views on the need for curriculum leadership training for HODs and why is it important?
7. Have you received curriculum leadership training as HOD?
  - If no, why not?
  - If yes, explain it to me
    - Content, format, structure, focus and
  - how would you describe the benefits and shortcomings of this training programme?
8. What elements/aspects/components should be included in a curriculum leadership training programme in your view?
9. What is the current nature, content, and structure of HOD curriculum leadership training programme in secondary schools, if any?
10. Is there any other comment you would like to make on HOD curriculum leadership training programme?

## **Section C: Questions to principals**

### **Curriculum leadership training programme for heads of department in secondary schools**

#### **Interview schedule**

1. How do you as principal understand curriculum leadership in secondary schools?
2. How do you as principal understand the HODs curriculum leadership roles in secondary schools?
3. What barriers/problems related to curriculum leadership do HODs experience?
4. What enablers related to curriculum leadership do HODs experience?
5. In your view, what skills, knowledge, values and attitude do HODs need in order to provide curriculum leadership?
6. What are your views on the need for curriculum leadership training for HODs and why is it important?
7. Have you provided curriculum leadership training for HODs?
  - If no, why not?
  - If yes, explain it to me
    - Content, format, structure, focus and
  - How would you describe the benefits and shortcomings of this training programme?
8. What elements/aspects/components should be included in a curriculum leadership training programme in your view?
9. What is the current nature, content, and structure of HOD curriculum leadership training programme in secondary schools, if any?
10. Is there any other comment you would like to make on HOD curriculum leadership training programme?

## **Section D: Questions to education officials**

### **Curriculum leadership training programme for heads of department in secondary schools**

#### **Interview schedule**

1. How do you as education official understand curriculum leadership in secondary schools?

2. How do you as education official understand the HODs curriculum leadership roles in secondary schools?
3. What barriers/problems related to curriculum leadership do HODs experience?
4. What enablers related to curriculum leadership do HODs experience?
5. In your view, what skills, knowledge, values and attitude do HODs need in order to provide curriculum leadership?
6. What are your views on the need for curriculum leadership training for HODs and why is it important?
7. Have you provided curriculum leadership training for HODs?
  - If no, why not?
  - If yes, explain it to me
    - Content, format, structure, focus and
  - How would you describe the benefits and shortcomings of this training programme?
8. What elements/aspects/components should be included in a curriculum leadership training programme in your view?
9. What is the current nature, content, and structure of HOD curriculum leadership training programme in secondary schools, if any?
10. Is there any other comment you would like to make on HOD curriculum leadership training programme?

## ADDENDUM B



Private Bag X 6001, Potchefstroom  
South Africa, 2520

Tel: 018 299-1111/2222

Web: <http://www.nwu.ac.za>

Tel: 018 285 2070

Dr Mollv van Niekerk

Department of Education Sports and Development  
North West Province  
Private Bag X 2044  
Mmabatho  
2735

Dear Sir/ Madam

### **Permission to conduct a PhD research**

My name is Tshepo Tapala and am a PhD student enrolled in the Faculty of Education Studies, North-West University, Potchefstroom Campus. I intend to collect data for my research study relating to leadership training programme for heads of department in secondary schools in the Bojanala Education District between 01 February and 30 April 2018. The title of my proposed thesis is: Curriculum leadership training programme for heads of department in secondary schools.

I hereby apply for permission from the Department of Education Sports and Development to conduct this research with a sample of participants consisting of heads of departments (HODs) and principals from 10 schools in the Bojanala Education District, North West Province.

The method of data collection involves individual interviews with the HODs and principals in the sampled schools. The data collection will take place over a period convenient to the participants. This intervention will not interfere with academic scheduled time.

I commit myself to the professional code of ethics for researchers which, amongst other aspects, include the following:

- The participation of all research participants is strictly voluntary and may at any time withdraw from the research without any consequences
- The confidentiality of the research participants is protected and guaranteed
- No interference with the general and academic programme of the school will take place
- Upon completion, the findings of the research will be made available to the Department of Education Sports and Development, as well as to the school that participated in the research.

I give guarantee that the identity and confidentiality of all participants, schools, the Department of Education and related information will be maintained at all times.

If you require any additional information about this research, you are most welcome to contact me at +27 81 285 2084 / +27 82 655 7496, or my supervisor, Dr Molly van Niekerk: +27 18 285 2070 / +27 82 455 4554.

Your support is highly appreciated.

I thank you for your interest in my research.

Yours faithfully

**TT Tapala**

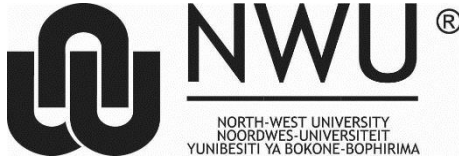


PhD Candidate, North-West University.

Student number: 24156949

[Tshepo.Tapala@nwu.ac.za](mailto:Tshepo.Tapala@nwu.ac.za)

## ADDENDUM C



Department of Education Sports and  
Development Bojanala District  
Cnr Kock and Heystek Street  
Rustenburg  
0300

Private Bag X6001, Potchefstroom  
South Africa 2520

Tel: 018 299-1111/2222

Web: <http://www.nwu.ac.za>

**Faculty of Education**

**Research Entity: Edu-Lead**

**Building C6, Office 256, Potchefstroom Campus**

**Tel: +27 18 299 4752**

**Email: [Jan.Heystek@nwu.ac.za](mailto:Jan.Heystek@nwu.ac.za)**

Date: 12 April 2018

Dear Sir/ Madam

### **Request for permission to conduct a PhD research**

My name is Tshepo Tapala and I am a PhD student enrolled in the Faculty of Education Studies, North-West University at the Potchefstroom Campus. I intend to collect data for my research study relating to leadership training programme for heads of department in secondary schools in the Bojanala Education District between 01 April and 14 July 2018. The title of my proposed thesis is: **Curriculum leadership training programme for heads of department in secondary schools.**

I hereby apply for permission from the Department of Education Sports and Development to conduct this research with a sample of participants consisting of heads of departments (HODs) and principals from 10 schools in the Bojanala Education District, North West Province.

The method of data collection involves in-depth individual interviews with the HODs and principals in the sampled schools. The data collection will take place over a period convenient to the participants. This intervention will not interfere with academic scheduled time.

I commit myself to the professional code of ethics for researchers which, amongst other aspects, include the following:

- The participation of all research participants is strictly voluntary and may at any time withdraw from the research without any consequences
- The confidentiality of the research participants is protected and guaranteed
- No interference with the general and academic programme of the school will take place
- Upon completion, the findings of the research summary report will be made available to the Department of Education Sports and Development, as well as to the school that participated in the research.

I give guarantee that the identity and confidentiality of all participants, schools, the Department of Education and related information will be maintained at all times.

The planning for conducting this research is intended for between 01 April and 14 July 2018. If you require any additional information about this research, you are most welcome to contact me at +27 81 285 2084/ +27 82 655 7496, or my supervisor, Dr Molly van Niekerk: +27 18 285 2070/ +27 82 455 4554.

Your support is highly appreciated.

I thank you for your interest in my research.

Yours faithfully



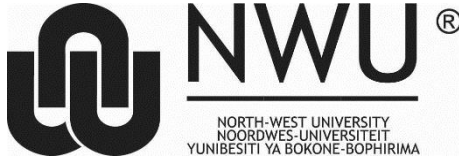
**TT Tapala**

PhD Candidate-North-West University

Student number: 24156949

[Tshepo.Tapala@nwu.ac.za](mailto:Tshepo.Tapala@nwu.ac.za)

## ADDENDUM D



The School Principal

Bojanala Education District

Private Bag X6001, Potchefstroom  
South Africa 2520

Tel: 018 299-1111/2222

Web: <http://www.nwu.ac.za>

**Faculty of Education**

**Research Entity: Edu-Lead**

**Building C6, Office 256, Potchefstroom  
Campus**

**Tel: +27 18 299 4752**

**Email: [Jan.Heystek@nwu.ac.za](mailto:Jan.Heystek@nwu.ac.za)**

**Date: 12 April 2018**

Dear Sir / Madam

### **Consent to conduct research**

My name is Tshepo Tapala and am a PhD student enrolled in the Faculty of Education Studies, North-West University, Potchefstroom Campus. I intend to collect data at your school for my research study relating to leadership training programme for heads of department in secondary schools. The title of my proposed study is "Curriculum leadership training programme for heads of department in secondary schools".

I hereby request consent that you participate in an interview on your experiences of leadership training programme for heads of department in secondary schools. The interview will last about an hour. My empirical study is based on qualitative research data. The data collection will take place over time convenient to the participants. This intervention will not interfere with academic scheduled time.

I pledge to maintain professional and research ethical codes at all times. This signifies that:

- Participation in this research remains voluntary and you may, at any time, withdraw from the research
- Confidentiality of all participants' personal information is guaranteed
- No demands will be made on academic teaching programmes

- The research findings will be made available to your school, should you request it.

I plan to conduct this research between 01 June and 31 August 2017. I (+27 81 285 2084 / +27 82 655 7496), as well as my supervisor, Dr Molly van Niekerk: +27 18 2885 2070 / +27 82 455 4554 will be available to answer any questions you may have.

Could you please provide me with your written consent by filling in the sections on the next page by signing and returning the consent form to me, or email it to [Tshepo.Tapala@nwu.ac.za](mailto:Tshepo.Tapala@nwu.ac.za)

Your support of my research is highly appreciated!

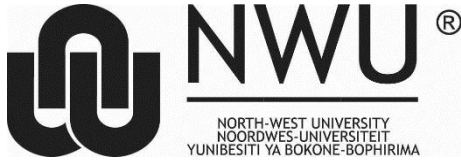
Yours sincerely

**TT Tapala**



PhD Candidate, North-West University

Student number: 24156949



Private Bag X6001, Potchefstroom  
South Africa 2520

Tel: 018 299-1111/2222  
Web: <http://www.nwu.ac.za>

**Faculty of Education**

**Research Entity: Edu-Lead**

Building C6, Office 256, Potchefstroom Campus

Tel: +27 18 299 4752

Email: [Jan.Heystek@nwu.ac.za](mailto:Jan.Heystek@nwu.ac.za)

The School Principal

Bojanala Education District

Date: 12 April 2018

## Consent for Research Project:

Curriculum leadership training programme for heads of department in secondary schools

### LETTER OF CONSENT: SCHOOL PRINCIPAL

I, \_\_\_\_\_, (name and surname)

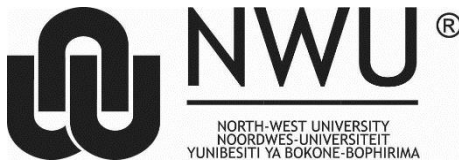
a principal from \_\_\_\_\_ (name of school)

hereby give consent that I voluntarily participate in the study. I understand that at any time, I may withdraw from the research and that my personal information will be treated as confidential.

\_\_\_\_\_  
Name and signature

\_\_\_\_\_  
Date

## ADDENDUM E



The School Principal

Bojanala Education District

Private Bag X6001, Potchefstroom  
South Africa 2520

Tel: 018 299-1111/2222

Web: <http://www.nwu.ac.za>

**Faculty of Education**

**Research Entity: Edu-Lead**

**Building C6, Office 256, Potchefstroom Campus**

**Tel: +27 18 299 4752**

**Email: [Jan.Heystek@nwu.ac.za](mailto:Jan.Heystek@nwu.ac.za)**

Date: 12 April 2018

The Chairperson of the School Governing Body

Bojanala Education District

Dear Sir / Madam

### **Permission to conduct a PhD research study**

My name is Tshepo Tapala and am a PhD student enrolled in the Faculty of Education Studies, North-West University, Potchefstroom Campus. I intend to collect data for my research study relating to leadership training programme for heads of department in secondary schools in the Bojanala Education District. The title of my proposed dissertation is: Curriculum leadership training programme for heads of department in secondary schools.

I hereby apply for permission from the School Governing Body (SGB) of your school to conduct this research with a sample of participants consisting of heads of department (HOD) and principal.

The method of data collection involves individual interviews with the HOD and principal in the sampled schools. The data collection will take place over a period convenient to the participants. This intervention will not interfere with academic scheduled time.

I commit myself to the professional code of ethics for researchers which, amongst other aspects, include the following:

- The participation of all research participants is strictly voluntary and may at any time withdraw from the research without any consequences
- The confidentiality of the research participants is protected and guaranteed
- No interference with the general and academic programme of the school will take place
- Upon completion, the findings of the research will be made available to the Department of Education Sports and Development, as well as to the school that participated in the research.

The planning for conducting this research is intended for 01 June-31 August 2017. If you require any additional information about this research, you are most welcome to contact me at +27 81 285 2084/ +27 82 655 7496, or my supervisor, Dr Molly van Niekerk: +27 18 2885 2070/ +27 82 455 4554.

Your support is highly appreciated. I thank you for your interest in my research.

Yours faithfully

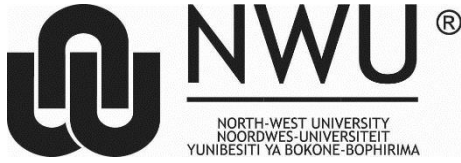
**TT Tapala**



PhD Candidate, North-West University.

Student number: 24156949

[Tshepo.Tapala@nwu.ac.za](mailto:Tshepo.Tapala@nwu.ac.za)



Private Bag X6001, Potchefstroom  
South Africa 2520

Tel: 018 299-1111/2222  
Web: <http://www.nwu.ac.za>

**Faculty of Education**

**Research Entity: Edu-Lead**

**Building C6, Office 256, Potchefstroom  
Campus**

**Tel: +27 18 299 4752  
Email: [Jan.Heystek@nwu.ac.za](mailto:Jan.Heystek@nwu.ac.za)**

The School Principal  
Bojanala Education District

Date: 12 April 2018

## **Permission to Research Project:**

Curriculum leadership programme for heads of department in secondary schools

### **LETTER OF PERMISSION: RESEARCH PARTICIPANT**

I, \_\_\_\_\_, (name and surname)

SGB chairperson from \_\_\_\_\_ (name of school)

hereby give permission that the research may be carried out at the school, and that I / we voluntarily participate in the study. I understand that at any time, the participants

may withdraw from the research and that the participants' personal information will be treated as confidential.

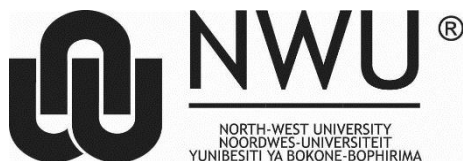
---

Name and signature

---

Date

## ADDENDUM F



Private Bag X6001, Potchefstroom  
South Africa 2520

Tel: 018 299-1111/2222

Web: <http://www.nwu.ac.za>

**Faculty of Education**

**Research Entity: Edu-Lead**

**Building C6, Office 256, Potchefstroom Campus**

**Tel: +27 18 299 4752**

**Email: [Jan.Heystek@nwu.ac.za](mailto:Jan.Heystek@nwu.ac.za)**

Date: .....

### **Interview Confidentiality (Non-Disclosure) Agreement**

Thank you for agreeing to participate in an interview to discuss leadership training programme for heads of department in secondary schools. The ideas, opinions and attitudes shared are sensitive and should be shared only in this interview.

I, \_\_\_\_\_ hereby agree to maintain the confidentiality of information disclosed during the interview as follows:

- a) To hold in confidence any and all information about the district's leadership training programme for heads of department in secondary schools which is disclosed, or made available to you directly or indirectly, or if information you otherwise receive incident to your participation in this discussion.
- b) That any ideas, or suggestions contributed by you during the discussion, as well as any ideas, developments, or interventions conceived by you or, shall be held in confidence until the researcher sees fit to disseminate the information.
- c) That you, shall at all times hold in trust, keep confidential and not disclose to any third party or make any use of the Confidential Information beyond those activities that are part of the interview.
- e) All notes, reference materials, memoranda, documentation and records in any way incorporating or reflecting any of the Confidential Information shall belong exclusively to the undersigned or if the undersigned agrees to distribution.

f) Also included as confidential is any participants Personally Identifiable Information (“PII”). PII shall mean a person’s identity or information that might reasonably allow identification of the person. I shall at all times hold in trust, keep confidential and not disclose to any third party or make any use of the identity or PII of any participant involved in the interview.

g) That you, hereby give permission to the research study for an audio recording to be made of this session. That you understand a transcription of this tape may be used by the research project for research purposes only.

By submitting this form you will be entering a confidentiality agreement with:

**Contact details of Project Head:**

Name and surname: Dr Molly van Niekerk

Contact number: (018) 285 2070

Email: [molly.vanniekerk@nwu.ac.za](mailto:molly.vanniekerk@nwu.ac.za)

**Researcher**

Name and surname: Mr TT Tapala



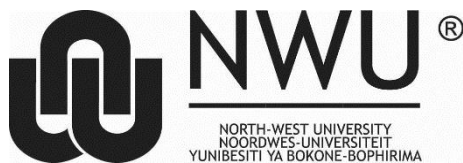
Contact number: (018) 285 2084

E-mail: [Tshepo.Tapala@nwu.ac.za](mailto:Tshepo.Tapala@nwu.ac.za)

Participant’s Signature:

---

## ADDENDUM G



Private Bag X6001, Potchefstroom  
South Africa 2520  
Tel: 018 299-1111/2222  
Web: <http://www.nwu.ac.za>

**Faculty of Education**

**Research Entity: Edu-Lead**

**Building C6, Office 256, Potchefstroom Campus**

**Tel: +27 18 299 4752**

**Email: [Jan.Heystek@nwu.ac.za](mailto:Jan.Heystek@nwu.ac.za)**

Date: .....

Research Interview Participant (HOD)

Bojanala District

Dear Sir / Madam

### **Informed consent to participate in research interview**

I, Tshepo Tapala, am a PhD student enrolled in the Faculty of Education Studies, North-West University, Potchefstroom Campus. I intend to collect data at your school for my research study relating to leadership training programme for heads of department in secondary schools. The title of my proposed study is: Curriculum leadership training programme for heads of department in secondary schools

I hereby request consent that you participate in an interview on your experiences of leadership training programme for heads of department in secondary schools. The interview will last about an hour. My empirical study is based on qualitative research data. The data collection will take place over time convenient to the participants. This intervention will not interfere with academic scheduled time.

I pledge to maintain the professional and research ethical codes. This signifies that:

- Your participation in this research remains voluntary and you may, at any time, withdraw from the research
- Your personal information, at all times, will be treated as confidential
- No demands will be made on your academic teaching program

- Should you be interested, the research findings will be made available to you and your school.

I plan to conduct this research between 01 June and 31 August 2017. I (+27 81 285 2084/ +27 82 655 7496), as well as my supervisor, Dr Molly van Niekerk: +27 18 2885 2070/ +27 82 455 4554 will be available to answer any questions you may have.

Please provide me with your written consent by filling in the sections on the next page, signing and returning the consent form to me, or email it to [Tshepo.Tapala@nwu.ac.za](mailto:Tshepo.Tapala@nwu.ac.za)

Your support of my research is highly appreciated!

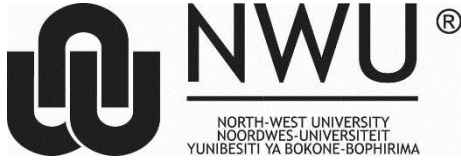
Yours sincerely

**TT Tapala**



PhD Candidate, North-West University

Student number: 24156949



Private Bag X6001, Potchefstroom  
South Africa 2520  
Tel: 018 299-1111/2222  
Web: <http://www.nwu.ac.za>

**Faculty of Education**

**Research Entity: Edu-Lead**

**Building C6, Office 256, Potchefstroom Campus**

**Tel: +27 18 299 4752**

**Email: [Jan.Heystek@nwu.ac.za](mailto:Jan.Heystek@nwu.ac.za)**

The School Principal  
Bojanala Education District

Date: .....

### **Informed consent for research project:**

Curriculum leadership training programme for heads of department in secondary schools

#### **Letter of consent: research participant**

I, \_\_\_\_\_, (name and surname)

a HOD from \_\_\_\_\_ (name of school)

hereby give consent to participate in the research project, and that I voluntarily participate in the study. I understand that at any time, I may withdraw from the research and that my personal information will be treated as confidential.

\_\_\_\_\_  
Name and signature

\_\_\_\_\_  
Date

### **ADDENDUM H**



NORTH-WEST UNIVERSITY  
YUNIBESITI YA BOKONE-BOPHIRIMA  
NOORDWES-UNIVERSITEIT

Private Bag X6001, Potchefstroom,  
South Africa, 2520

Tel: (018) 299-4900  
Faks: (018) 299-4910  
Web: <http://www.nwu.ac.za>

**Institutional Research Ethics Regulatory Committee**

Tel: +27 18 299 4849

Email: [Ethics@nwu.ac.za](mailto:Ethics@nwu.ac.za)

### ETHICS APPROVAL CERTIFICATE OF STUDY

Based on approval by the **Ethics Committee of the Faculty of Education Sciences (ESREC) on 25/08/2016** after being reviewed at the meeting held on **23/06/2016**, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby **approves** your study as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

<b>Study title:</b> Curriculum leadership training programme for heads of department in secondary schools																															
<b>Study Leader/Supervisor:</b> Dr M van Niekerk																															
<b>Student:</b> TT Tapala																															
<b>Ethics number:</b>	<table border="1"> <tr> <td>N</td><td>W</td><td>U</td><td>-</td><td>0</td><td>0</td><td>2</td><td>7</td><td>4</td><td>-</td><td>1</td><td>6</td><td>-</td><td>A</td><td>1</td> </tr> <tr> <td colspan="3">Institution</td> <td colspan="5">Study Number</td> <td colspan="2">Year</td> <td colspan="5">Status</td> </tr> </table>	N	W	U	-	0	0	2	7	4	-	1	6	-	A	1	Institution			Study Number					Year		Status				
N	W	U	-	0	0	2	7	4	-	1	6	-	A	1																	
Institution			Study Number					Year		Status																					
<b>Application Type:</b> N/A																															
<b>Commencement date:</b> 25-08-2016	<b>Expiry date:</b> 25-10-2018																														
<b>Risk:</b>	N/A																														

#### Special conditions of the approval (if applicable):

- Translation of the informed consent document to the languages applicable to the study participants should be submitted to the ESREC (if applicable).
- Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the ESREC. Ethics approval is required BEFORE approval can be obtained from these authorities.

#### General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The study leader (principle investigator) must report in the prescribed format to the NWU-IRERC via ESREC:
  - annually (or as otherwise requested) on the progress of the study, and upon completion of the project
  - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
  - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the proposal as stipulated in the application form. Would any changes to the proposal be deemed necessary during the course of the study, the study leader must apply for approval of these changes at the ESREC. Would there be deviated from the study proposal without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC via ESREC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-IRERC and ESREC retains the right to:
  - request access to any information or data at any time during the course or after completion of the study;
  - to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.
  - withdraw or postpone approval if:
    - any unethical principles or practices of the project are revealed or suspected,
    - it becomes apparent that any relevant information was withheld from the ESREC or that information has been false or misrepresented,
    - the required annual report and reporting of adverse events was not done timely and accurately,
    - new institutional rules, national legislation or international conventions deem it necessary.
- ESREC can be contacted for further information or any report templates via [Erna.Conradie@nwu.ac.za](mailto:Erna.Conradie@nwu.ac.za) or 018 299 4656

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC or ESREC for any further enquiries or requests for assistance.

Yours sincerely

Prof LA  
Du Plessis

Digitally signed by  
Prof LA Du Plessis  
Date: 2017.04.21  
14:04:37 +02'00'

**Prof Linda du Plessis**

Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

## ADDENDUM I



### Education and Sport Development

Department of Education and Sport Development  
Departement van Onderwys en Sport Ontwikkeling  
Lefapha la Thuto le Tihabololo ya Metshameko  
**NORTH WEST PROVINCE**

cnr Kock and Heystek Street,  
Rustenburg 0299  
Private Bag X82110  
Rustenburg 0300  
Tel.: (014) 590-4800  
Fax.: (014) 592-3247  
e-mail: pmokhutle@nwpg.gov.za

---

### OFFICE OF THE DIRECTOR: BOJANALA DISTRICT

---

Enq. Mr D.A. Segodi

TEL. 014 590 4811

Email: dsegodi@nwpg.gov.za

To: Mrs M.J. Paledi  
Sub-District Manager Rustenburg

Mr D.M. Kekae  
Sub-District Manger Moses Kotane

From: Mrs M.K.Z. Mosala  
Acting Director  
Bojanala District

Date : 17 April 2018

**Subject : PERMISSION TO CONDUCT RESEARCH**

The Department of Education and Sport Development has given Mr Tshepo Tapala of 33 Matshwane Street, Tlhabane West Ext 1, 0299, permission to conduct research in our schools. Please receive him and assist him.

Ensure that the work of the Department is not impaired and teaching and learning is protected.

Yours sincerely

---

Ms M.K.Z Mosala

**Acting District Director**

## ADDENDUM J



**Education and Sport Development**  
Department of Education and Sport Development  
Departement van Onderwys en Sport Ontwikkeling  
Lefapha la Thuto le Tlhabololo ya Metshameko  
**NORTH WEST PROVINCE**

Garona Building, East Wing,  
Ground Floor, Mmabatho  
Private Bag X2044,  
Mmabatho 2735  
Tel.: (018) 388-2114  
Fax: (018) 388-3430  
e-mail: prasetswane@nwpg.gov.za

### **DIRECTORATE: STRATEGIC PLANNING, MONITORING AND EVALUATION**

Enq : Ratshikana Ntsime  
Tel : 018 388 2930  
Email : rntsime@nwpg.gov.za

09 JANUARY 2018

Mr Tshepo Thomas Tapala

33 Matshwane Street

Tlhabane West Ext 1

0299

Sir/Madam

#### **RE: PERMISSION TO CONDUCT RESEARCH**

The Department of Education and Sport Development informs you that permission to conduct research is herewith granted. Continued awareness of the Departmental and Provincial Research Protocols is important to ensure that the participants of research are the centre for transformation and not the researcher. This is to say research should be for social justice, developmental and decolonizing.

The permission is granted amongst others on condition

- that it should not *'interfere'* with teaching and learning at schools; and
- that the Department will receive a final copy of the research report, with executive summary of the research findings.
- that all conditions as set in the filled application form are adhered to unless stated otherwise.

Your cooperation in this regard will be appreciated.

Ms P.K. Rasetshwane  
Director: Strategic Planning, Monitoring and Evaluation

## Declaration of language editing

This certificate declares that the thesis **Curriculum leadership training programme for heads of department in secondary schools**

by Mr. T.T. Tapala was edited by:

Ann-Lize Grewar

BA in Language and Literature Studies

BA Hons in Translation Studies

SATI-membership number 1002647

SATI Accreditation: APSInterp Afr-Eng

Co-chairperson of SATI North-West Chapter

Professional Editor's Guild membership number BOS008

Language Director at Language Matters PTY(Ltd)

annlizeboshoff@gmail.com / 072 758 5797



Signed on 30/05/2019

Ann-Lize Grewar  
Language Practitioner  
B.A. Language and Literature Studies  
B.A. Hons. Translation Studies

Contact us:  
info@languagematters.co.za  
www.languagematters.co.za



Ann-Lize Grewar  
Taalpraktisyn  
B.A. Taal- en Literatuurstudies  
B.A. Hons. Vertaalkunde

Kontak ons:  
info@languagematters.co.za  
www.languagematters.co.za