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Appendix 1



EDUCATION

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11 September 2008

To: Mr M.A. Seakamela
Student: North West University
Potchefstroom Campus

From: Mr H.M. Mweli
Superintendent General

**SUBJECT: PERMISSION TO CONDUCT RESEARCH ON: CONCEPTUAL
FRAMEWORK FOR ENHANCING ACCOUNTABILITY IN PUBLIC
SCHOOLING**

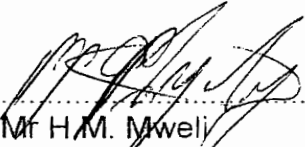
Please be informed that permission has been granted for you to conduct research in the North West Department of Education. Approval is therefore granted under the following conditions:

- That consultation with the Principals and officials identified is done
- That any publication of information pertaining to the Department should be done with the permission from the department
- That learning and teaching process is not compromised
- That the department be furnished with the outcomes of the research

Your input in contributing to the betterment of education is appreciated

Wishing you well in your studies

Best Regards


Mr H.M. Mweli
Superintendent General

Appendix 2

**QUESTIONNAIRE : A Conceptual Framework for Public School
Accountability**

To be completed by school principals

Dear Principal

Given the growing demand for public accountability, the schooling sector is under pressure to respond to demands for more accountability. This survey is part of a broader study that seeks to develop an accountability framework for public schools. The results of this survey will enhance our understanding of the complexities relating to school level accountability.

The purpose of this survey is to gauge the views of principals on education accountability. Your participation in this survey is highly valued. Rest assured that your involvement in this survey remains anonymous and strictly confidential.

Please mark with an 'X' in the appropriate box

PART A: SCHOOL PROFILE

1. The classification of your school

Primary

1

Middle

2

High/Secondary

3

Combined

4

Other, please specify

.....

.....

.....

2. The location of your school

Village

1

Township

2

Farm

3

Town/City

4

Other, please specify

.....

.....

.....

3. Quintile ranking

Quintile 1	1
Quintile 2	2
Quintile 3	3
Quintile 4	4
Quintile 5	5

4. Financial status of school

Fee Paying school	1
No Fee paying school	2

PART B: STAFFING MATTERS

5. Principal's highest Academic Qualifications

Diploma/certificate and below	1
3 year degree	2
Honours degree	3
Masters degree	4
Doctorate	5

6. Managerial Experience (including as HoD)

Less than 5 yrs	1
6-10 yrs	2
11-15 yrs	3
16-20 yrs	4
More than 20yrs	5

7. Do you have a formal qualification in management or educational management?

Yes	1
No	2

8. Have you ever attended a Management course organised by the department/ NGO in the last 3 years

Yes	1
No	2

PART C

On a scale of 1-4, indicate with an x the extent to which each of the following statements best describe an accountable public school

"1" means *not really important*. "2" *somewhat important*. "3" *important*

"4" *very important*.

9. A functioning SGB	1	2	3	4
10. A functional Learner Representative Council	1	2	3	4
11. An effective School Based Management Team	1	2	3	4
12. Greater authority in decision making	1	2	3	4
13. Regular external assessments/evaluations	1	2	3	4
14. Annual auditing of financial statements	1	2	3	4
15. Community involvement in school activities and projects	1	2	3	4
16. Private/business sector involvement and support	1	2	3	4
17. An effective learner support system	1	2	3	4
18. Regular reporting and feedback to all role players	1	2	3	4
19. Well defined roles and responsibilities of all role players	1	2	3	4
20. A system for assessing customer satisfaction	1	2	3	4
21. Effective implementation of education policies	1	2	3	4
22. Stakeholder involvement and participation	1	2	3	4
23. Resource allocation linked to improvement of results	1	2	3	4
24. Regular monitoring of learner performance	1	2	3	4
25. Regular submission of reports to the district/APO office	1	2	3	4
26. An effective learner management system	1	2	3	4
27. A shared commitment to quality promotion	1	2	3	4
28. Increased levels of professionalism among staff	1	2	3	4
29. Well-defined teacher empowerment strategy	1	2	3	4

30.	Commitment to participatory management	1	2	3	4
31.	Clear plans and performance targets	1	2	3	4
32.	Programmes respond to the needs of learners/clients	1	2	3	4
33.	Transparent and efficient budgeting	1	2	3	4
34.	An effective school /community interface	1	2	3	4
35.	Stakeholders informed about programmes and services offered at the school	1	2	3	4
36.	Programmes are delivered cost effectively	1	2	3	4
37.	Strategies to combat fraud and corruption	1	2	3	4
38.	Seeks external expertise to continuously improve the school	1	2	3	4
39.	Utilises technology to enhance its operations	1	2	3	4
40.	A school Improvement Plan that is reviewed regularly	1	2	3	4
41.	Discharges its custodial responsibility	1	2	3	4
42.	A vibrant extra mural curriculum/activities	1	2	3	4
43.	A credible incentive scheme to reward committed staff	1	2	3	4
44.	Complies with all applicable laws and regulations relating to the operations of the school	1	2	3	4
45.	Strategic and operational plans to guide the school's activities	1	2	3	4
46.	Share best practice with other schools (eg. benchmarking)	1	2	3	4
47.	Embraces the principles of a 'learning organisation'	1	2	3	4

Please turn over

PART D

You are requested to indicate how important the following issues are in terms of the accountability of Principals (left column, A) and also indicate how effectively you as a principal are able to deal with these issues (right column, B). Use a scale of 1- 5 as described below:

1. Not important at all
2. Somewhat important
3. Important
4. Very important
5. Extremely important

Please mark each area with an X in the appropriate column on both the left and the right

A On a scale of 1-5; how important is the issue described to the right					Area	B On a scale of 1 to 5; how successful are you in dealing with the issues on the left				
1	2	3	4	5	48. Staff recruitment	1	2	3	4	5
1	2	3	4	5	49. Attending to staff Professional and Personal needs	1	2	3	4	5
1	2	3	4	5	50. Provision of Learning and teaching materials	1	2	3	4	5
1	2	3	4	5	51. Attending to learner needs	1	2	3	4	5
1	2	3	4	5	52. Managing school finances	1	2	3	4	5
1	2	3	4	5	53. Monitoring learner performance	1	2	3	4	5
1	2	3	4	5	54. Reporting on learner performance to parents	1	2	3	4	5
1	2	3	4	5	55. Marketing the school and raising funds	1	2	3	4	5
1	2	3	4	5	56. Evaluating teachers' work/performance	1	2	3	4	5
1	2	3	4	5	57. Building effective relationship with the APO/ District	1	2	3	4	5
1	2	3	4	5	58. Building effective relationship with external stakeholders	1	2	3	4	5
1	2	3	4	5	59. Working closely with the SGB	1	2	3	4	5

A On a scale of 1-5; how important is the issue described to the right					Area	B On a scale of 1 to 5; how successful are you in dealing with the issues on the left				
1	2	3	4	5	60. Planning and monitoring curriculum implementation	1	2	3	4	5
1	2	3	4	5	61. Involving staff in decision making	1	2	3	4	5
1	2	3	4	5	62. Motivating teachers and promoting team work	1	2	3	4	5
1	2	3	4	5	63. Staff development	1	2	3	4	5
1	2	3	4	5	64. Facilitating the development of school policies	1	2	3	4	5
1	2	3	4	5	65. Delegating more responsibility to staff	1	2	3	4	5
1	2	3	4	5	66. Keeping accurate records and statistics on my school	1	2	3	4	5
1	2	3	4	5	67. Assuming a more facilitating role in running the school	1	2	3	4	5
1	2	3	4	5	68. Networking with other principals	1	2	3	4	5
1	2	3	4	5	69. Submitting reports to the district/APO	1	2	3	4	5
1	2	3	4	4	70. Undergo regular training to keep abreast of new developments in management	1	2	3	4	5
1	2	3	4	5	71. Ensuring that all staff have clearly documented roles and responsibilities	1	2	3	4	5
1	2	3	4	5	72. Evaluating staff performance regularly	1	2	3	4	5
1	2	3	4	5	73. Ensuring that the asset register is regularly updated	1	2	3	4	5
1	2	3	4	5	74. Ensuring that management meetings are held regularly as scheduled	1	2	3	4	5
1	2	3	4	5	75. Ensure the safekeeping of all school records	1	2	3	4	5
1	2	3	4	5	76. Ensuring that all new staff are inducted	1	2	3	4	5
1	2	3	4	5	77. Engages in self review processes on a regular basis	1	2	3	4	5

PART E

On a scale of 1-9; give your views on the following statements.

Please mark the appropriate box:

1= Not at all

9= Very often

78. Public schools in the North West Province are accountable.

Not at all

Very often

1	2	3	4	5	6	7	8	9

79. School principals are held accountable in the North West province.

Not at all

Very often

1	2	3	4	5	6	7	8	9

80. The department of education supports schools to be more accountable

Not at all

Very often

1	2	3	4	5	6	7	8	9

Thank you for participating in this survey

Appendix 3: Interview Schedule/Grid

INTERVIEW SCHEDULE FOR FOCUSED GROUP DISCUSSIONS

Purpose: To obtain the views of educator unions, school governing bodies and departmental officials on public school accountability

1. What, in your opinion, does it mean to be accountable?
2. Conventional media and the general public often interpret accountability as a process of assigning blame and punishing wrong doing. Do you agree with this statement? Please motivate your answer.
3. Schools are called upon to be accountable. Can you explain what this statement means for you
4. Education accountability is focused on improving learner performance and holding schools responsible for learning outcomes. Can you explain the responsibilities of each of the following role-players in enhancing accountability at schools:
 - 4.1 The Principal
 - 4.2 Educators
 - 4.3 School Governing Body
 - 4.4 District/ Area Office
5. The effectiveness, quality and extent of accountability will vary in relation to the level of responsibility i.e an individual can only be held accountable if given authority/delegation to act in a given situation. Do you agree with this statement? Please explain.
6. It is often stated that performance contracts enhance accountability. Do you think that staff, especially principals, must sign performance contracts with their line managers? Let's discuss.

End of Questions

Appendix 4: District Officials

FOCUS GROUP INTERVIEWS WITH DISTRICT OFFICIALS

The interview was held on 18 November 2009 at the INSET buildings in Mmabatho. All four districts in the province were invited to participate. In total 7 participants drawn from the Ngaka Modiri Molema, Dr Kenneth Kaunda, Dr Ruth Mompoti and Bojanala districts of the North West Province were invited. The participants comprised of 1 area manager, one official from education governance unit and 6 circuit managers, normally referred to as *institutional support coordinators* in the province.

Background Information

The interview was scheduled to start at 10h00. To ensure that all logistical arrangements were in place, the interviewer and the assistant arrived at the venue fifteen minutes before the scheduled starting time of 10h00. Participants started arriving approximately ten minutes before the starting time. Since participants had to travel long distances from the different districts in the province, tea was provided. Some pleasantries were exchanged over tea before the interview started. It became evident that the tea session helped participants to relax before they finally settled down to their chairs. The sitting arrangement was in a horseshoe shape with the interviewer and his assistant occupying the open end of the horseshoe. The tape recorder was placed towards the centre of the shoe and directly opposite the interviewer and his assistant. Unlike with teacher unions, participants positioned themselves randomly and not necessarily according to their districts. This also had to do with the fact that they knew each other fairly well since they met regularly in meetings and workshops organised provincially.

The general proceedings went as follows:

Interviewer: Good morning colleagues and thank you for coming. The purpose of this interview is to obtain your views and perspectives on school level accountability. This interview is part of a study aimed at developing a conceptual framework for public school accountability. Several questions will be posed to you and you are requested to respond to them as openly and honestly as possible.

A brief discussion ensued on the meaning and understanding of a focus group discussion before questions were asked

Question 1: In your opinion, what does it mean to be accountable?

Accountability implies giving reason for the action taken Whether the outcome of the action lead to result or not you must be able to say I did this because of the following reasons...It must not always be negative

It also means you must be decisive...It goes with decisiveness be able to tell why you did this... it also goes with innovativeness, being innovative, coming up with something new and providing evidence why you did this

Accountability means explaining how things are, what systems have been put in place to reach the objective
It entails providing feedback on what you have done
Is being responsible and committed to a course committed to a course. Being able to advocate and support that course
You must also be holding a certain position

Question 2: Conventional media and the general public often interpret accountability as a process of assigning blame and punishing wrongdoing. Do you agree with this statement? Please motivate your answer.

Not always... it is to a certain extent. In the dept there are prescripts to which you must comply. If you don't you must be held accountable. Not necessarily punishment for wrongdoing

It goes with being positive and also being negative. Accountability also goes with positiveness...

(There was general consensus that accountability is not about finding fault and apportioning blame. Many participants nodded their heads in agreement. It was therefore not necessary to pursue the discussion any further)

Question 3: Schools are called upon to be accountable. Can you explain what this statement means for you?

It means what have you done with the children, with the class that you teach. Tell us what you have done in terms of production. Why you did what you did and what systems have you put in place. That means the school must satisfy the values of their community

If you go to schools here accountability is more about policy implementation

It is about accounting to the authorities about what you have done at school.. but there are also challenges that must be explained

Interviewer : Is it about doing what you are expected to do but also explaining the challenges?

Respondent: Yes

When you say schools are called upon to be accountable you actually mean the principal. I want to personalise it. Because he/she is in charge of directing the operations of the school to the attainment of the goals. The expectation might come from the learners, the community and the ISC.

If you are accountable you must also take the blame. It is two edged, you can blame and you can be blamed. It means you must also take responsibility. In legal jargon a juristic person is liable for the performance of learners. You also receive accolades for good practise

Question 4: Education accountability is aimed at improving learner performance and holding schools accountable for learning outcomes. Can you explain the responsibilities of each of the following role-players in enhancing accountability at schools: The principal, Educators, School governing bodies and the Distric/ Area office?

Principal

He is the accounting officer. Makes sure that departmental policies are implemented. Ensure the implementation of LAIP. Ensure that monitoring happens..the deputy, the heads of department. Ensure that the results are improved and parents are satisfied. The principal is responsible for control administration, communication and support. Educators at school, teaching, not harassing learners sexually...(laughter)

Interviewer: What would be the role of educators in enhancing school level accountability? *(There was some hesitation... a pause before the question was answered)*

I would say to ensure quality learning. Thinking globally like taking into account the transmission of social values. Not only to ensure that learners get educated but also to look at it globally. Quality learning embraces values and being exemplary as a teacher

Interviewer: You mean role modelling in terms of transmitting values etc.....

Exactly!

Teaching a learner as a totality

Improving learner performance.

We must also think of supervision....but people don't want to be checked. We must check whether this person is teaching the right stuff. This will help develop them content wise or language wise

Interviewer: Classroom monitoring must be developmental and not necessarily about inspection as in the past

Respondent: Indeed, it must be done in terms of offering support

I would like to say something COO, colleagues... As expressed earlier that some people do not want to be monitored. I took my principals to a school in Limpopo. Shortly after assembly everyone went to their classes... the teachers at that school confidently invited my team to go with them into their classes to observe them teaching *(Some disbelief and some laughter)*

School Governing Bodies?

And these are the culprits.... most of these SGB's are clowns (laughter) They must not be dictated to by the principals.

SGB's are my babies (laughter) I am part of the team that established SGB's in this province. I don't think they are clowns, the blame is also on us. The act is very clear. Section 19 of SASA says they must be capacitated. If they are not then we must take the blame for not capacitating them. They need to be taught their responsibilities in terms of the SASA.... They are very important in terms of the SASA. We do not take them seriously. I have done research on SGB's and the report is in the office of the SG....

Part of the blame is with us because we are teaching adults as if we are teaching children... language is also an issue.....

Interviewer: Let's talk specifically in terms of their role in enhancing accountability and learner performance
They must make sure that the finances are used to purchase teaching and learning materials. And also to guide on the curriculum and the language policy of the school.
Part of their job is to ensure learner discipline
To sell the school to the community. To facilitate communication with stakeholders.
To secure the buy in from parents
To develop a code of conduct for educators and the learners
Maybe we should also include learners because they are part and parcel of the SGB's at secondary level... especially when we talk learner performance

Interviewer: Area office?

The AO must ensure the implementation of policies by training the officials, the principals, teachers and by evaluating and monitoring the processes and then develop informed intervention plans so that we can improve on what the situation was before the change.

Some joking and laughter

Interviewer: *We are still on the role of the AO/District. Some people think you are irrelevant, are you? (a huge laughter)*

The district only make things difficult for the AO

Interviewer: The Area Offices are extensions of districts

They have an arms length responsibility for schools. They also support schools in terms of providing resources eg LTSM

They are critical in terms of supporting schools. They identify needs on the basis of which they develop APO improvement plans. They conduct research and come up with training and interventions. One weakness with districts and APO's is their inability to keep data on their schools to avoid running around when data is required.

Question 5: The effectiveness, quality and extent of accountability will vary in relation to the level of responsibility i.e an individual can only be held accountable if given authority/delegation to act in a given situation. Do you agree with this statement? Please explain.

:

I agree with the statement. There can only be collective responsibility and no collective accountability...

Interviewer: Can you be held accountable if you have not been given authority to act? When you have delegated and you are the accounting officer, you must baby sit this person you have delegated. What I mean is that if you want that person to do the work then you must support that person. The reason why you must support that person is because you are accountable and he is not.

184 *Interviewer: The literature talks about issues of capacity and capability. That you*
185 *cannot expect people to perform if they do not have the resources and skills. Do you*
186 *agree with this view?*

187
188 Yes it is correct.

189 How do you give that authority? Is it verbal or written? Maybe the position I occupy
190 is very low because you cannot give me this responsibility when I am at this level.

191 Can I be given authority without being given power?. I might be given authority to
192 give instructions but not have the power to charge you

193
194 You can't give me a certain position without training me

195 196 **Question 6: Accountability and the signing of performance contracts**

197
198 I don't agree so much with it. Officials, including school principals, must be
199 capacitated before signing performance contracts

200 *Interviewer: Let us assume an ideal situation and also try to understand what is*
201 *entailed in the performance contract...(A brief explanation of performance contracts*
202 *was given)*

203
204 I think it is fair in the sense that one will know what is expected of him at the end of
205 the day and to be held accountable for those things in the contract

206 It is a nice thing. It is a nice thing to have. The essential thing is whether the employer
207 will comply, making sure that this person meet his objectives ... the support. Without
208 any support you have no case to prove against me

209
210 If I am not able to account, I must keep notes to explain why I could not perform

211
212 *Interviewer: In terms of the contract, you should be able to report on deviations.*
213 *Accountability is not about finding faults, it is about explaining why you did or did*
214 *not do certain things. There is also the question of regular feedback to secure support*
215 *from your supervisor.*

216 *Interviewer: In a normal situation, would you have a problem in signing a*
217 *performance contract?*

218 I won't have a problem with that in that it might address the abdication of
219 responsibility, but there is a catch here, there might be an abuse of power. With the
220 crop of principals we have here there are fears.

221 It's like a job description

222 *Interviewer: Yes*

223
224 I got this little problem, if a principal signs a performance contract and at one stage
225 the principal is called to account, and the school is underperforming, how do you get
226 the next level to account?

227
228 *Interviewer: All levels will be held accountable in terms of their contracts*

The role of the ISC in relation to the number of schools for which they are responsible could be a problem

Performance management to be delinked from rewards

Response 6.8: How about rotating principals to move them from their comfort zone?

NB: There was no general consensus on this input and the discussions were aborted as they did not relate directly to the question

Interviewer: We have come to the end of this interview. I want to take this opportunity to thank you sincerely for your contribution to this study. Travel safely.

This interview is recorded on the *Sony ICD Recorder: B600* which is the property of the Directorate of Communication in the North West education department

APPENDIX 5: TEACHER UNIONS

TRANSCRIPT: FOCUS GROUP INTERVIEW WITH TEACHER UNIONS

Background Information

The interview was held 16 November 2009 at the INSET buildings in Mmabatho. All three major unions that are active in the province were invited to participate. In total, 9 participants representing SADTU, NAPTOSA/PEU and SAOU availed themselves for the interview. The interview was scheduled to start at 10h00 to allow for travelling. Prior arrangements for serving tea were made in advance. The interviewer and his assistant arrived approximately 15 minutes before the scheduled time to make sure that the logistical arrangements were in place before the commencement of the interview. The participants started arriving a few minutes before ten o'clock and were invited to have tea. It was during the tea break that some pleasantries were exchanged and this helped to break the ice.

The sitting was arranged in a horseshoe format with the interviewer seated at the open end of the shoe. The tape recorder was placed directly in front of the interviewer and towards the middle of the shoe. As the participants took their seats, I observed that they tended to sit along union affiliations i.e members belonging to the same union chose to sit next to each other.

This sitting arrangement tended to influence the direction of discussions especially at the beginning of the interview. Given this dynamic, it became necessary to ensure that questions were fairly spread across all participants. As the discussions progressed however, views were expressed freely and participants became freer. Participant involvement became more intense in the latter part of the interview and this enriched the quality of inputs made.

The general proceedings went as follows:

Interviewer: Good morning colleagues and thank you for coming. The purpose of this interview is to obtain the views of educator unions on school level accountability. This interview is part of a study aimed at developing a conceptual framework for public school accountability. Several questions will be posed to you and you are requested to respond to them as openly and honestly as possible. (Initially some Union Reps were uncomfortable with the interview suspecting that it aimed specifically at finding an excuse to get to their members. After an assurance was given that this was not the intention at all, the interview proceeded as transcribed)

Question 1: What, in your opinion, does it mean to be accountable?

In simple terms it is to explain what you have done and why you have done it

We have different levels, you are accountable for education programmes, the challenge is what strategies have you put in place to ensure that all these programmes

are running smoothly. What have you put in place to evaluate and to monitor those programmes. In the end it all comes to accountability. *Being accountable means taking responsibility*

Question 2: Conventional media and the general public often interpret accountability as a process of assigning blame and punishing wrongdoing. Do you agree with this statement? Please motivate your answer.

Responses

No wouldn't say I agree with this. The way it is being done is against what accountability is because they only come when they think they are going to catch somebody. They (officials) do not do it as an ongoing process. And immediately they do that they pick and choose people they want to get at. That is why we do not agree with that. The attitude of how we approach accountability must change. If you expect me to account after 5 years..... it must be continuous

Accountability is to be able to respond to any question related to your responsibility and you must be strengthened with development. This question is only based on one aspect of blame and punishing. Blame and punishing is an indication of lack of support

I would say i agree with this statement because that is what they are doing. On Sunday when you read the Sunday Times and the city press there...exmples. But this does not necessarily mean that it is true accountability, that is how they interpret it and I would agree with this statement if they were to say that

In the context of SA, normally blame is based on assumptions... capability is not taken into consideration. Media does not follow educational programmes... if something goes wrong....

I do not agree with how the media interpret accountability because their process of interpreting is informed by sensation, they always want controversies, looking for those things that generate the news and consequently make more money for them. What comes into mind is the matric results, the media...become hyperactive. The way they apportion blame to a certain segment of teaching fraternity does not reflect the work that teachers are doing throughout the year.

Question 3: Schools are called upon to be accountable. Can you explain what this statement means for you?

Thank you... maybe we need to start by saying what is the role that schools are playing in this whole education system and we will realise that schools are places where learning practically take place, where there is educator /learner relationships. When schools are called to account, basically they must come and give a report on their daily activities in achieving their goals of their responsibilities which is basically teaching... but the question is when are schools expected to account. Shools have to account regularly so that remedial interventions can be made in time. As it is now school are only expected to account at grade 12. That is why our system is ...

Education is a societal issue; we cannot say schools must account to the dept of education. Schools must account to stakeholders, be they learners, parents, teachers. The account must be given to all the sectors in society. Teachers would account to HOD's, principal, line function accounting

The current situation is that we account for deviations from the norm. If you perform, you are never called upon to account. The current situation is that a norm is set and if deviate from the norm then you are called upon to account

When a school is doing well, it is never called upon to account. Some schools perform well because they administer entrance exams. Sometimes they even go to the extent of saying this child cannot be in our school. We have different types of schools in the system and policy is not applied uniformly and yet we expect all schools to account in the same way. There must be clarity of expectation for accountability to be effective

Schools are called upon to be accountable when you check wether they have done the work in line with the conditions of service... this is also informed by the lines of responsibility as in the organogram

Question 4: Education accountability is aimed at improving learner performance and holding schools accountable for learning outcomes. Can you explain the responsibilities of each of the following role-players in enhancing accountability at schools: The principal, Educators, School governing bodies and the Distric/ Area office?

4.1. Principal

In terms of the Education Laws Amendment Act of 2007, the principal represents the dept. So he must ensure that he conforms to policy and the aspirations of the mission and vision of the school, optimising utilisation of resources. The principal is accountable to a number of stakeholders, learners for their learning, the SGB. He will also be accountable to parent in implementing policies. There are a numbers of things within the system that must contribute towards the improvement of learner performance...are initiatives such as IQMS, PPM's assisting in improving learner performance? LTSM, NSNP, Infrastructure, special schools, merging of schools etc

Interviewer: Assuming that everything is in place, what would the role of the educator/educator unions be in enhancing accountability
(LAUGHTER)

Assuming that everything is in place, the role of the educator would be to create a conducive learning environment, also push learners to the maximum of their potential to achieve the learning outcomes envisaged, regular assessment. Ensure that true learning takes place

The accountability of educators goes beyond the classroom. It is about ensuring that the learners are well equipped for the world beyond the school. The educator is first of all accountable to himself or herself because they have to account every time about their actions, also to the learners to ensure that he is always prepared to enhance their educational needs, to the HOD in case they have problems, also accountable to the profession, to your peers, check on each other and help each other.

4.2. School Governing Bodies

To account to the community, the dept on funds, the curriculum, conduit between school and the dept, also to the learners because the learners are key, the educator needs

To ensure that policies are relevant to the environment
Keep managers on their toes

4.3. District/APO

In a normal situation the district is accountable to the provincial office and also the APO and their immediate communities. APO's to the district and the school through its professional staff. Some confusion in terms of roles however, exist. No clarity of roles and responsibility

Make sure that schools have resources

Implement LAIP. Play their role in implementing the school LAIP

Provide information and resources to school

Provide the right kind of support to schools e.g staffing. District is to be properly staffed

Interviewer: *Do you have confidence in the support you receive from the district?*

Area offices (are) almost non-existent. These APO's are merely post offices

I must say these offices are not very supportive. Accountability sessions (are) not followed by support.

(They do) not respond timeously to problems

The positions (at district/APO's) are occupied by people who don't know their work.

They are not equal to their responsibilities. APO'S cannot provide information

Question 5: The effectiveness, quality and extent of accountability will vary in relation to the level of responsibility i.e an individual can only be held accountable if given authority/delegation to act in a given situation. Do you agree with this statement? Please explain.

People hide away from their responsibilities until the unions are up in arms. For example recruitment is a problem

A person cannot be held accountable for something over which he has no authority. You cannot hold anybody responsible for things that come from the top. To what extent can we hold principals accountable?

Principals are held accountable for finances when they are not ready to do so. Usually principals advise SGB's on finances. Principals are not accountable for finances. The principal can source funds and not be a signatory

Authority must be delegated to secure accountability. Norms and standards for educators assist. Education laws amendment act and other legislation spell out the roles and responsibilities of principals. The principal is the official treasury of the school

Question 6: It is often stated that performance contracts enhance accountability. Do you think that staff, especially principals, must sign performance contracts with their line managers?

Playing field not level for that to happen. SA is a developing state given the pre 1994 disparities. (There could be) serious problems with performance contracts- can be open to abuse

Interviewer : *Would you rather work the way you do now or have a clear understanding of what is expected of you?*

The ills in the system militates against performance contracts

The system is not right for the implementation of performance contract

Principals are currently charged for poor performance

NB: lack of understanding of how performance contracts not clearly understood

The view on contracts was inconsistent with the definition of accountability as agreed to in earlier discussions

Interviewer: *Accountability is not about fault finding*

The attitude must change before we can do certain things. The focus is generally on results and not on everything that the principal does. We need to have the necessary resources to be held accountable

The contract must be context specific. It must talk to the situation in my school

Two conditions that must inform the signing of the contract: The system itself, and the conditions of service for principals. Principals as teachers and as administrators. This can help clarify the current anomalies.

Interviewer: Can we talk about school level accountability in the South African context?

We must correct the system first otherwise it will be abused

Colleagues thank you very much for your invaluable insights and inputs

Appendix 6

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CERTIFICATE

I hereby certify that I have linguistically edited the dissertation

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