

School principals in the North-West Education Department as curriculum reform leaders: A critical analysis

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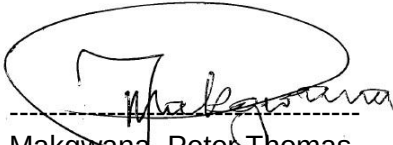
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DECLARATION

I, Peter Thomas Makgwana, Identity Number, 5303105672086 and Student Number, 21018065 do hereby declare that this research project submitted to the University of North West, for the Degree DOCTOR PHILOSOPHAE: EDUCATIONAL MANAGEMENT, as well as other relevant policies, procedures, rules and regulations of the North West University, has not been submitted before by myself or any other person in fulfilment of the requirements for the attainment of any qualification at this on any other University, that it is my own work in design and execution and that all materials contained herein have been duly acknowledged.



Makgwana, Peter Thomas

DEDICATION

This research is dedicated to the memory of Father Hannes Scheper who committed his life to the disadvantaged villagers in North West Province of South Africa until his untimely death in 2005. Hannes was a champion of leadership for boys. While he is sadly missed by Principals, his firm belief that boys make a difference, is continued.

ABSTRACT

The study critically analyses the determinants of the role of the principal as a leader in curriculum reform.

In the past, South Africa had a structure that dealt separately with matters relating to curriculum development and the problems of management and control determined from the hierarchical authority.

Since 1994, the curriculum reform and the various transformational needs and because of experiences of global change demands as well as the various nationalist priorities, principals have adopted instructional leadership and principalship as leading learners, critical reflection and understanding that circumstances determine leadership or better management. In this context, principals initiated what has proved to be the determinants of the principal's role, problematic perspective and orientation.

The study was qualitative in nature and interviews were used as the main source of data collection. Ten principals of primary, middle and secondary schools were interviewed using open ended questions. It was important to interact with the interviewees to facilitate a more probing investigation that not only broadened knowledge and fostered understanding, but also provided the interviewees with freedom to talk about anything they felt like, as long as it was within the framework or research questions., secondly, it allowed for critical reflection on the dominant discourse and also gave a voice to the dominated discourse.

To arrive at the findings, data was analysed and interpreted using analysis strategies applicable to qualitative designs. These strategies of analysis allowed the researcher to look at the text and interviewees' practices. The following findings emerged from the data analysis:

The findings from the principals were that there is integrated circumstance which makes it impossible to achieve success and the process of development was always constrained by severe time pressures. Since the principals' involvement in curriculum reform is a good sign of positive change in educators and school community's thinking, conduct, feelings and behaviour in their daily way of living. Principals have changed their leadership or management of democratic and collaborative participation to include parents, educators, learners and external stakeholders in curriculum reform. The interviews from the principals indicated that undemocratic procedures and social disorder no longer exist within the school, but it is visible within the district and the hierarchy. While this is the case, it is also clear that the primary and secondary respondents view this differently.

The primary school principal, generates ample possibilities and opportunities for curriculum reform and the desired nation building. On the other hand, the secondary school principal is pressurized, sometimes undemocratically by the hierarchy to achieve beyond expectation in national examinations. But all are in agreement that they provide useful knowledge to ascertain whether curriculum reform can be a tool driving social cohesion and provide self-renewal in the condition of practice. They also facilitate changes in the lives of community members such as educators, learners' parents and all stakeholders by teaching and carrying out actual practice.

I have taken care not to generalize from the findings, since this was never the intention of the study. I nevertheless drew the conclusion that problems and challenges faced by the principals determine and define their role. There will never be any absence of external demands. In fact principals in their schools must continue to monitor conceptually complex tasks and accumulate evidence of different levels of complexity of their roles.

From the findings the study recommends that principal should control the determinants of their roles, they should standardise and supervise the quality of the learning programme. This is to allow principals to include the needs of the communities which vary from area to area. This way development of learner-centred strategies are encouraged.

The control by the hierarchy would extinguish community-initiative in service delivery. Political control seems to be slowly coming back to schools through quality monitoring. Furthermore, suggestions for the Department of Education to understand the different pressure points principal experience imposed by the district and the circuit to principals to follow incompatible activities and forcing schools to pursue incompatible goals.

Key words: *Principal/ Curriculum/ Leaders/ Critical Analysis*

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CHAPTER 1

1. ORIENTATION AND BACKGROUND

1.1 INTRODUCTION

This study proposes to analyze the extent to which principals in the North West Education Department are effective as leaders in curriculum reform. This analysis proceeds against the background of a transforming South African educational scenario which was initiated through the democratising processes that started in 1994 with the attainment of freedom for all, in the country (Carl, 2009:11).

This chapter aims to provide a brief overview of the factors that impact the role of the principal in curriculum reform and the problems and challenges that impact the role of the principal in curriculum reform. Some factors such as difficult situation changing circumstances, negative attitude, beliefs and rigid hierarchy by policy implementation which influence the role of the principal in curriculum reform are discussed. The study is important because of the changing condition in the environment of teaching and learning that require constant redesign efforts. It offers a stock taking of major determinants of the principal's role in curriculum reform and prioritises social forces. The chapter will further explain the problem statement in section 1.2. Therefore, it will pose the research questions and the corresponding research aims in section (1.3, 1.3.1). Next, it will present the review of relevant literature in section 1.4, it will explain the research methodology in section 1.5. This chapter will further provide ethical aspect in section 1.6 followed by contribution of the study to knowledge then illumination of title and related concepts in section 1.8. Finally, the chapter outline of the remainder of section 1.10.

In order to systematise the analysis, the researcher provides a succinct background that made the study necessary, then he reflects very intensively on the problem statement so as to locate the study in terms of its contribution to the creation of credible and incredible knowledge (Alasuutari, Bickman and Brannen, 2008:397). This reflection is done through demarcating the study with regard to its theoretical and geographic setting (Love, 2009:9). This is followed by formulating the aim and objectives that are used to anchor the study as a whole (Psencik, 2009:27). An in depth literature review based on a chosen theoretical framework informs the definition of operational concepts. In order to respond to the research question, the research methodology identifies the participants, chooses the scientific instruments for data collection and analysis (Flick, 2009:1). Finally, it highlights how results and findings are reported as prescribed by the objectives identified earlier. What are the factors influencing the principal's role in curriculum reform?

In South Africa curriculum change is essentially a political activity and the political dimension of education and its influences and constraints on curriculum reform was explained by President Jacob Zuma.. In this regard the data acquisition is received from various political offices with varying demands. The right of principals is sometimes overshadowed by competing political interest. The weakness of central control over school curriculum is experienced particularly when one attempts to implement the non-negotiable for offices. There is more concern with fulfilling the contract requirements than the change itself. People stop reasoning and implement rigid policy. What are the problems and challenges that impact the role of the principal in curriculum reform? The school curriculum is too important to be left in the hands of the politicians. In the province curriculum, planning is disturbed by late data acquisition where the provincial head abruptly cut off the budget for maintaining physical infrastructure from 25% to 10%. To acquire insight into the issues of data acquisition, debates and challenges forcing decision making forces the principal to use facilitative leadership. Data acquisition from different education departments does not give guidance on the most important aspects of the principal role in curriculum. Facilitative leadership requires a great deal of commitment, self-discipline, planning and perseverance (Halveson, Grigg, Prichett & Thomas 2007).

A great number of politicians have too many other interests that lead dilemmas and tension in the education system. I try to provide everything that is necessary to support the school community. Facilitative leadership is designed to address the rights of everybody, people working in small or big groups have opportunities to share and discuss ideas, issues and problems. Facilitative leadership articulate the differences and similarities between external and internal officials. And so today, as never before, the principal needs to consider the impact of leadership in curriculum reform. The principal needs to seriously consider analysing some of the problems experienced with nationalisation and change in learner ratio. Data reflection may lead to adopting different curriculum design features. And so, facilitative leadership gives teachers the opportunity to examine the implications of curriculum reform as progress.

The principal uses data reflection to take lead in discussing the influence of social forces on schools and ultimately on curriculum reform. The number of parents who are unemployed cause the curriculum design to be streamlined to the context of the community. The principal facilitative leadership offers a deep understanding of how political factors, bureaucratic demands, social problems and difficulty challenges work. How can facilitative leadership assist the principal to be a curriculum reformer? The principal facilitates to make sure that everyone grasps the ideological influences on the principal role determinants in curriculum reform.

Concerning events, attitude, beliefs and policy before a programme alignment can take place, the principal must identify the main events that impact the role of the principal in curriculum reform. This process analyses the situation so that curriculum material can be organised satisfactory by logic and not necessarily through political interference and guidance. Facilitative leadership can clarify the possible risks and political commutation involved in each event.

For what the principal as facilitator requires is that he/she should develop appropriate skills in the management of events and that they should use these skills to make continuous situation analysis of these complex events as a basis to encourage learners to conserve the natural and cultural heritage in their environments. There is still a lot of conflict and tension amongst people who own the land, events and usually negative attitudes arise from these different circumstances. So the principal as facilitative leader needs to suggest what is to be taught and design yearly programmes arising from situational analysis.

It is difficult for principals to analyse the intentions of the department, and even harder to explain curriculum framework. The absence of conceptual progression within and across grades added to the difficulties of understanding what is curriculum reform? Hoadley and Jansen (2009:36), argue that the prescribed curriculum can take a number of different focus. It may be regarded as an official syllabus documents or learning guide, a teacher's teaching plan from one school, text book or a curriculum framework. Marais and Meier (2007:233) define curriculum reform as roughly the equivalent of a programme in academic sense. For this reason, Hunskin and Ornstein (2009:181) note that anyone with developing and delivering curriculum has a conception of curriculum and its components. It is very clear that schools and communities did not have a conception of curriculum and its components. Despite evidence from qualitative research findings and the many curriculum reviews, curriculum reform is still an impossible task. Kelly (2009:122) sees these reviews as an attempt of the government changing the curriculum through centralized control. Without giving it adequate weight for all pupils to perform well. Carl (2009:111) agrees that curriculum reform is the umbrella concept for the process which is characterised by curriculum change, curriculum renewal, curriculum transformation, curriculum design and development.

Studies on successful implementation of curriculum reforms have been undertaken describing factors that made for the successful implementation of the most demanding curriculum reforms in a massive study of 193 different projects in North America. MacLaughlin in Hoadley and Jansen (2009:226) included two brief case studies of two schools. One of which exhibited these key factors and one of which did not. MacLaughlin highlights the complexity of curriculum reform. She shows how a number of curriculum reform projects, which broadly reflects a shift to a competence model

of curriculum, had to consider implementation strategies that engaged the teacher's ongoing basis, in order for curriculum change to succeed. Simply telling teachers about a change in methods, will not succeed in changing the curriculum in-practice. This is also a major weakness in curriculum reform for South Africa. That is why the national curriculum framework cannot explain how the three pillars of curriculum reform work in practice. The study hopes to be of value not by presenting set solution, nor by offering an account of the various pieces of curriculum theory which bear upon the problems of curriculum reform. It offers not so much answers, but ways of getting to answers. It gives importance to the need to identify curriculum problems, and has defensible methods for solving them.

The study intends to address the gaps in existing literature, in arguing that curriculum reform problems and challenges cannot be solved by the procedural application of bureaucratic formal principles and demands, however, I am not for a moment suggesting that curriculum reform can be constructed without democratic reasoned discourse. Moreover, I argue that a curriculum reform must reflect views about school base curriculum development.

There is a need of the principal to negotiate curriculum reform, teacher development has received less research attention, and many research problems still remain unanswered. One such problem is related to the need for data about successful state curriculum reform. Most, if not all, of the research regarding state controlled curriculum change projects indicate failure or little participation by principals. Current curriculum reviewed demonstrate that the majority of teachers require a great deal more attention than they are presently receiving (Review Committee Report 31 May 2000).

From the above, it is clear that the principal must negotiate curriculum reform by articulating facilitative leadership. If the concept of curriculum reform is considered a social constitution, then one of the ways in which principals form this concept is through social relationships, the principal's influence on curriculum reform stems from the continuous process of relationship with teachers, learning material and achievement of the learners. In other words, the institutional side or aspects of leadership means, in general the conscious effort of the principal and more experienced persons to influence for good the learning of the less experienced ones under their charge.

Facilitative leadership helps one to broaden and extend the meanings one gets from curriculum reform and help teachers to face new situations more effectively. The principal must reflect on activities and content before teachers can deliver these in the classroom. That is to say, one needs to make sure that curriculum reform consist of teaching process, teacher, the learner, the thing thought and learned the method used, the conductive environment suit the objectives of the national curriculum. This way the principals task facilitate that teachers choose subject matter that

teach learners to know the facts and opinions they need to know and to do the useful proper, and right things in order that they may think and feel as they should. Sometimes teachers may respond to a stressful or negative political environment by making lastly, unreflective content choices in an attempt to escape or survive curriculum change policy. Facilitate leadership includes introductions between principal and politicians to correct negative behaviours such as pushing and controlling. The principal will always express concern for maturity of learners or grades. This is a serious problem on the part of national curriculum developers. Teachers cannot regulate and control uniform progress by all learners. Curriculum, if not graded causes confusion and teachers do not know whether they are overdoing the teaching methodology. For learners' future and modelling good teaching behaviours. What is wrong with the curriculum is that it is not focusing on the learners' cognitive developmental levels but on social skills of the learner. The principal and teacher connectedness facilitates risk taking and exploration, which are needed for selection of content as well as for self-exploratory activities. Using facilitate leadership to reform curriculum helps teachers to learn to be autonomous and successful in shaping their own lives. They also transmit good values about curriculum reform and teach important lessons, conflict resolution and communications skills.

The curriculum knowledge is not graded according to teachers' working knowledge of contemporary constructive-based teaching. It is seen as the group-activities where all learners are highly intelligent, they can choose, plan and execute lesson goals on their own without teachers valuable input, this teaching method leaves gaps in organised knowledge of subject, when the problem arises in the activity, learners tend to choose another task with less challenge. Especially when learners are gathering data pertinent to the problem in an environment where violence is too high. This allowed teachers to facilitate the achievement of set of learning outcomes, co-operative teaching demand or lot of classroom management for teachers. Teachers needed to make sure social justice, equality and democratic principles are practiced in the classroom. Otherwise the lesson will become endless discussion method.

The cooperative teaching method is not getting good results because of the size of class, learners' maturity, the purpose of the lesson and the circumstances under which teachers operate. It is clear, therefore, that all the basic problems we have originate from constructivist teaching paradigm which was handed over to teachers with exploration. What is wrong with teaching methods and their implementation is that most teachers are not familiar with the constructivist teaching methodology and using traditional teaching methods because they are aware what determine the use of the traditional teaching methods. This is because of failure by the national education department

authority implement relational responsibility. The current teaching or learning methodology does not connects teacher's beliefs, reasoning and knowledge with changes in their instruction. Therefore, there is change strategy knowledge gap between teachers existing ideas about their day to day practice and adaptation of new ideas about curriculum reform in schools.

We need to highlight the importance of taking a hard look at the current context of factors that impact the principal role in curriculum reform. There is also a need to reflect on dilemmas and training challenges facing individual principals in disadvantage environment. What is lacking is how knowledge conversion to practical creativity can assist to build frameworks and perspectives on teacher excellent carrying out of curriculum reform processes.

It should be noted that teachers' trainability is offered to curriculum reform problems as a tentative proposition. The other alternative solution of the research questions will be to use facilitative leadership to derive new ideas, new options from the government and community and to enhance transferability and trainability in curriculum reform. Reflecting on the review curriculum statement makes a call to principal's creativity to come up with mechanisms that will address the various determinants of the principal role in curriculum reform. The principal as a researcher will identify mechanisms and strategies to resolve the problems and burning issues.

The fact that the demands of authority are subject to the approval of a majority of individuals of a given age in a democracy before they are enforced must change. Principals as authority at school level do need local politicians to supervise him/her. Glatthorn and Jailall (2009:53) that the principals do not seem to be receiving much help from experts in understanding curriculum leadership. The literature on the role of the principal as a curriculum leader is surprisingly limited. This study attempts to address this problem and contributes to the literature. Potenza and Monyokolo (1999:231) argue that the curriculum framework became a destination without a map, premature implementation of curriculum 2005.

Molale (2007) indicates that curriculum as a policy stumbles in realities of implementation. Despite continuing official commitment to a unified and integrated system and training at all levels, policies appeared to retain the traditional divisions between education and training causing huge knowledge gaps. I expose the problems and challenges of the principal role in curriculum reform. However, Jansen and Christie (1999:154), indicate that from a political perspective it is important to understand outcome-based education as an act of political symbolism on which the primary preoccupation of the state is with its own legitimacy.

Different people had different perceptions about curriculum framework. In relation to all the above, there is an underlying tension between theoretical curriculum knowledge and curriculum practice. Curriculum development in times of reform, as a process taking place at national level reviewed practically, we use that this process is not school based and it takes place without principals purposefully employing leadership skills and other means to help one another become better.

This means defects of our present democracy must be dealt with educationally and politically. Individual differences must be allowed. Learning must change, learning at various levels must be encouraged. It is important that practical answers are obtained to how one can be sure that learning has taken place and knowledge has been acquired in every lesson. The scope of the principal role must change, the principal cannot be a representative of a minister and become a public servant. Politicians demands must change they cannot have monopoly of education that is they cannot determine the education of children.

All these explanations have some value in endeavouring to understand the metaphorical meaning of the nature of curriculum change (McEwan & McEwan, 2003:23). It stands to reason that curriculum change can improve teaching practice as it brings about educational change. The principal's involvement in leadership issues in the North West Education Department is regarded as the best alternative for every school leader who is trying to look for the best ways to empower participants, build effective team work which is the hallmark of successful learning organization and not just wielding power (DoE, 2005a:19). Gunter (2005:32) seems to agree to this when she says:

Knowledge and knowing about leading teachers through critical and axiological approaches manifests itself through the teacher as policy maker.

The involvement of school leadership in curriculum reform and programmes enhances their effectiveness and efficiency. This involvement generates ample possibilities and opportunities for curriculum reform and the desired nation building. The effectiveness of school leadership in curriculum reform provides useful knowledge to ascertain whether curriculum reform can be a successful tool for driving social cohesion and democracy.

1.2 STATEMENT OF THE PROBLEM AND MOTIVATION

Although it is widely known that curriculum reform is currently implemented in South Africa, confusion and fierce debate are inescapable facts of the solution. Curriculum 2005 conceptual framework did not offer grounded, thoughtful and practical exploration of how the principals' role is defined and did not embrace contemporary problems that impact the role of the principals in

curriculum reform. The principals' role in curriculum reform is shaped by social forces on schools and ultimately on curriculum decision and changes. Educational experts who are writing policy for Education Department did not clearly indicate the rights of the principals in the curriculum process in South Africa. Bureaucratic control over school curriculum has its influence and constraints on curriculum planning and transformation. The education hierarchy on the one hand views curriculum as an intention, plan prescription or idea about what the government would like to see happen in school, while on the other hand it is reviewed by the school community as uncontrolled development of education that spells the deterioration of standards, frustrations among the parents and complete retrogression for the principal's role in curriculum reform.

Many different and divergent influences contribute towards determinants of the principals' role in curriculum reform, including village bound perspective which does not clarify the possible roles of members of the community in curriculum innovation and change. The revised curriculum statement does not assist principals to form a platform upon which to build a hand on practical guide to renew and develop curriculum fairly easy (Bush, 2008:10). Requiring principals to embark on such a demanding career without specific preparation is a recipe for personal stress and system failure and also has serious ethical implications.

Many principals are battling to understand how best to make curriculum teachable and implementable according to the demands of North West Education Department and community. The emphasis keeps shifting from centralized control to decentralised development of curriculum. In any way, there is no clear procedure whether to move away from centralised power or to devolve it to local school level.

The principal must work collegially with stakeholders in and outside the school and to enforce policies made elsewhere. Gorton and Alston (2009:178), argue: "Change is the one persistent phenomenon in education, for school leaders implementing and managing change and improvement in school leadership, it is a difficult and daunting task. The determination of the principal's role in curriculum reform is identified as hierarchy's strict rules and procedures of bureaucracies coping with instability during retrenchments and redeployment. Too much innovation and change from provincial education department and working in overcrowded classes are difficult to handle".

Every change in curriculum mirrors certain requirements by the hierarchy, expectation, dilemmas, tension and demands dependency and different circumstances, which of necessity, have a great influence whether direct or indirect on the role of the principal in curriculum reform. We need to know whether the principals are in the position to create strategies and mechanisms for quality

practice. In his empirical research, Fullan (2008:54) found that school leaders need to understand the change process in order to lead and manage change and improvement efforts effectively. Furthermore, they must learn to overcome barriers and cope with the chaos that naturally exists during the complex process of change. School principals are required to build a curriculum that would serve the needs of all diverse groups and still be within the guiding frame work of national government policies, indeed a gigantic responsibility. There is no South African perspective that can be applied mechanically for too long, most principals as leaders have been unaware of what the central government is thinking about curriculum reform. Jansen and Christie (1999:154), argue that from a political perspective it is important to understand outcome-based education as an act of political symbolism in which the primary pre-occupation of the state is with its own legitimacy. There is great need for school-based curriculum adaptation to address the forces and factors that impact the role of the principal in curriculum reform. Critical analysis attempts to provide further knowledge and new practice to those seeking to implement curriculum change.

In supporting the above view, Nsibande (2002:19), states that public education functionaries need to improve curriculum delivery and ultimately the outcomes of teacher training. The principal needs to highlight the critical importance of taking a hard look at the current context of implementing local perspectives, reflect on dilemmas and political pressures, problems and challenges that determine the role of individual principals in different circumstances. Curriculum reform is not a new thing within the school system. Indeed it is recognized that principals of schools quite naturally engage in processes that influence and are creative. However, very recently, the government decided unilaterally to implement curriculum change without consulting with parents and teachers. The government's curriculum change and its association with spontaneous and haphazard initiatives, has made those to now see the need for more deliberate and careful intervention in curriculum implementation. Despite this commitment to planned implementation through provinces, there appears to be confusion about what it is and how the provinces' should approach its renewal.

Having made this claim, it should be noted that the principal's trainability is offered to solve problems and challenges in curriculum reform as a proposition. The second alternative to the solution of the research questions is to use interviews to derive from practitioners new ideas, new options to enhance transferability and trainability in school communities. Every principal has a basic attitude that is indicative of a change agent belief, an attitude entailing value judgements, and acceptance of the meaningfulness of curriculum alignment. In exploring some events, it is important to know that these events manifest themselves as a chain of events in different situations. These events are complex in nature and cause tension between the school and politicians. By active

participation in national events, cultural events, school events, regional events and local events there is an ever increasing inability on the part of principals to cope with demands of different events. There is a development of a complicated social pattern and this is linked to labour strikes that disrupt the education events and weakening the hold of principals to their school goals. The impact of music festival and sport competitions on teaching and learning creeps quietly into the school system as if that is the only goal to be achieved. These events, no matter how good they are in the school planning, always produce disciplinary dilemmas. The principal has to deal with drunkenness, drug abuse, assault, and sexual harassment.

These circumstances impact curriculum perform and quality assurance. Unfortunately, curriculum reform cannot happen without attitudes. A lack of good attitudes is the precursor to most disruptive events. Attitudes are the main motivation for principals to become proficient curriculum reformers. It is practically impossible for principals or policies to inculcate proper beliefs, human rights, education for all, healthy environment and social justice and so forth in school community by using refined strategies. Not only should the principal be groomed in solving problems arising from determinants of the role of the principal in curriculum reform, their training should be sufficiently versatile and provide the knowledge necessary for continual adaptation to changing circumstances and difficult situations.

The principal is often characterised by conflict and confusion related to political circumstances, limited developmental impact of resources and difficult choices from changing situations.

According to Gelderblom (2009:50), the problem here was that curriculum 2005 had, due to its reliance on the outcomes-based education framework, started with certain basic design flaws. The problem as captured by the Review Committee (DoE, 2002) and other experts (Christie, 1999), was twofold. Owing to its emphasis on connective coherence, curriculum 2005 was first very weak on conceptual coherence. As a result, especially the teaching of objects such a Mathematics in which the integration of content learned at different times is essential to success would have suffered. Under the influence of OBE and other progressive philosophies of education, Curriculum 2005 did not want to specify content to school. It left principals with noting to manage or to cover.

1.2.1 Events and forces

Events and forces in the wider community often spill over into the school, and determine the matter and the course of action for the principal's roles. Schools especially need changes in managing to participatory leading and managing events planning. The demands to redress and empower using events such as heritage, freedom day, Labour Day and Nelson Mandela's birthday are great to

attune the curriculum to needs and aspiration of the community. These issues not only have impact on the role of the principal in curriculum reform but need to be critically processed and adapted in order to allow principal's to affect curriculum reform. The problem in leading is broad, complex and controversial. In this particular instance it relates to the extent to which South African school principals play their required roles in the curriculum reform process.

1.3 THE AIMS OF THE STUDY

- i. The aim of the study is to understand the factors that influence the role of the principal in curriculum reform from people's perspective.
- ii. To explore the determinants of the principal's role in curriculum reform.
- iii. To expose the problems and challenges that impact the role of the principal in curriculum reform.
- iv. To describe the events, attitude, beliefs and policies that influence the role of the principal in curriculum reform,
- v. To identify mechanisms that can produce quality in curriculum reform.
- vi. To assess the contribution of education department that impacts the role of the principal in curriculum reform.
- vii. To create a model that will assist principals to become curriculum reformers.

1.3.1 Research questions

- i. What are the factors that influence the role of the principal from people's perspective in curriculum reform?
- ii. What are the determinants of the role of the principal in curriculum reform?
- iii. What are the problems and challenges that impact the role of the principal in curriculum reform?
- iv. Which events, attitude, beliefs and policies impact the role of the principal in curriculum reform?
- v. Which mechanisms can influence the quality of curriculum reform?
- vi. What contribution of the Education Department impacts the role of the principal in curriculum reform?

vii. Can a model be created to assist the principal to become a curriculum reformer?

Murphy (2007:11), argues that fundamental to the role of the head is the need to understand their worlds. It is important that heads distinguish dilemmas from problems conceptually. Also, to understand that problems can be solved and dilemmas cannot. Furthermore, understanding emotions can minimize tension and conflict. In fact, as Clarke (2007:1), puts it, the principals need to understand that circumstances determine a given situation and require more leadership or better management.

Harris (2007:69), argues that it is important to develop emotional awareness and understand personal processes. It is even more important to know and understand the transformation goals of education in the country and be able to contribute effectively to this transformation, also to understand how to make a paradigm shift in the understanding of school leadership and management in both global and local contexts (Naidu, Joubert, Mestry, Mosoge & Ngcobo, 2012:1). This point is supported by Molale (2007:173), who also posits that it is exceedingly difficult to lead morally if leaders' understanding of the change process is limited. Kramer (1999:15), notes that understanding means one should interrelate what has been learned to the point to which confidently and effectively explain and apply what has been learned to different situations. The difficulty with understanding is that it is invisible and therefore, difficult to measure. With that in mind, He further points out that, as far as the understanding of any policy is concerned, a reasonable conceptualisation and shared meaning of the policy is important. But lack of common understanding of the policy among the key policy implementers at different levels outside school definitely has the potential of affecting implementation negatively. This brings us to another important reflection of understanding.

Pring (2007:18), adopts a form of understanding which transforms and makes one's view of the world more intelligible. This implies that one is to have the capacity to reflect upon oneself as a person able to have one's own thoughts and point of view. The other form of understanding is that a person with such understanding has the capacity to relate to other persons in a distinctive way. But as one centre of consciousness to another, it is important to know that understanding converse as persons share with each other. Practical understanding, concerns what one should do and the ends to be served. Such deliberations assume that one can exercise control over one's own life and that one can act autonomously, not being of natural forces. Therefore, he argues that to have knowledge and understanding is to recognise concepts, forms of thoughts and beliefs through which one can make sense of the world and operate intelligently within it.

Many countries around the world are taking action to ensure that their curriculum reform is updated and required to evaluate the effectiveness of the implementation of given policies and projects (Cohen, Manion & Morris, (2008:38). Especially, as far as effectiveness of school leadership is concerned, knowledge of local context also makes it possible for the evaluation of the effectiveness of a principal's leadership role with regard to curriculum reform. According to Carl (2009:11), it is important that the school principal in any event makes a clear and conscious commitment to the empowerment of staff regarding curriculum reform.

This researcher is of the opinion that if South African education authorities are serious about the youth and children to take up their rightful position as future positive, creative and productive community members, then the notion of effectiveness of school leadership and effective curriculum reform is to be placed in the forefront in calls for leadership in curriculum reform. There is a perceived need for teachers to take charge of transformation. The guiding literature on classroom practice emphasizes,

Changing our practice, so that it becomes an exciting and authentic South African teaching and learning experience (DoE, 2000).

This need has been to know what and how exactly teachers and learners are doing in school (Hoadley & Jansen, 2002:75)

North West Education Department has realised this curriculum reform need, especially now that school leadership is so important that our communities cannot afford to be left behind. This allows us to introduce leadership concept in the province like Grant (2006:514) did in Gauteng Province. School is one of the most important tools of life without which our learners' desire for prosperity may not be achieved. Thus, the effectiveness of school leadership provides the means by which the school leadership can appraise its effectiveness in curriculum reform and facilitate reflective practice in ways that are more pro – active. It also stimulates teachers to implement a whole school renewal. Evaluating class room processes requires working through policies such as National Curriculum Statement Grade R–9 (School). The introduction of effective curriculum reform cannot survive without the effectiveness of school leadership. As Morris (2002:13) illustrates, curriculum scholarship might get lost in the struggle to understand that understanding is fragile, bent, queer, uncanny, repetitions and ghostly. Curriculum theorising is an uncanny site of dream.

This will allow the school leadership to try improving on the ways in which it is given expression to the life of the school. It therefore needs to acknowledge that there is a need for school leadership in curriculum reform to respond to questions raised by curriculum specialists such as the one asked

by Clare (1999:20) regarding changing the curriculum or transforming teaching practice. This question speaks to the role or effectiveness of school leadership in curriculum reform. Providing the means for school leadership action can promote self-renewal in the conditions of practice and also giving teachers the opportunity to implement curriculum reform ideas and programmes. This way school leadership enhances the possibility by providing resources in the form of authentic materials and reflection. With a sense of shared development and effectiveness, the literature points to the need for effectiveness of school leadership curriculum reform this way:

Carl (2009:193), contends that curriculum development is an interpersonal concept and guides the national and professional levels concerning acceptable interpersonal searching of ideas, which makes co-operation possible, and where people show self-control and trainability. Fullan, Hill and Crevola (2006:31), believe that a well-conceived strategy for retaining teachers in the new policy needs to be devised that goes beyond the cascading model to include direct workshopping of every teacher by district personnel, as well as providing ongoing support of a school-based nature. Hunskin and Ornstein (2009:181), say that, there is a growing emphasis on curriculum development at the school or district level. The identification of curriculum leaders who can facilitate curriculum development is essential to the issues of any change process. It is therefore important that teachers should have appropriate understanding of school leadership in curriculum reform. They need to be reskilled in the use of curriculum design skills if they are to satisfy their international counter parts and their learners' needs for this information sharing age.

A major issue raised here concerns the use of negotiation which may be heavily value-laden with black perspective and based on black values. Hunskin and Ornstein (2009:26), provide a common concern for the solution of curriculum discourse as that of recognising and appreciating the following strategy:

- Accept the individual differences of adults in conducting workshops for the development of curriculum.
- Assist the group in pursuing various possible solutions to a problem
- Summarize various solutions clearly and concisely
- Disseminate information on current innovations to staff members directly involved in specific areas of innovation.
- Determine the needs of the community and of individual pupils in planning and developing programmes at all levels of instruction to fulfil these needs.

- Improve personal ability to communicate positively and influentially with many different personalities.
- Seek help and cooperation from staff members in setting up programmes of curriculum development or improvement or both.
- Communicate progress, plans and problems between staff members and curriculum – making bodies.

Effective school leadership allows school leaders to evaluate themselves as they are learning. One prominent developmental view of the nature of South African curriculum change is offered by Steyn and Wilkinson (1998:203), as: “social reconstruction integrated with critical theory overlapping to pragmatism that encourages us to seek out the process and do the things that work best to help us achieve desirable ends.” This, DoE (1997a:6) agrees that curriculum developers, formal service providers and teachers need to ensure that integrated subjects and theory practice, still takes place. For this and other philosophical reasons stated above, school leadership needs to influence differently. The North West Province need to know whether school leadership effectiveness in curriculum reform can afford them an opportunity to plan their own curriculum reform.

It has been established in the previous paragraphs that there is a need for effectiveness of school leadership in curriculum reform in almost all schools because a number of different spheres of life are far more advanced with regard to effectiveness of leadership than the curriculum field (Ivancevich, Konopaske & Matterson, 2005:205). Daily activities and curriculum reform depend on school leadership and, without school leadership, the majority of historically black schools would not be able to maximize curriculum reform. Not much is known about the success or failures of effectiveness of school leadership in curriculum reform.

In South Africa, the historically white schools are almost comparable with some of the industrialised countries in the implementation of effective leadership in school (Grant, 2006:31). The question that arises is not about the benefits of using school leadership in curriculum reform, but of how it can be introduced in the majority of schools.

Many countries around the world are taking school leadership action to ensure that their curriculum reform process is updated especially as far as effective school leadership is concerned. Knowledge of the local context also makes it possible for the evaluation of the effectiveness of school leadership in curriculum reform. South Africans have realised the need, especially now that school leadership is so much more important in schools that our communities cannot afford to be left behind. School leadership is one of the most important tools of life without which our learners’

desire for prosperity may not be achieved. School leadership facilitates reflective practice in ways that are very e pro-activeand stimulates teachers to study their leading skills.

One other problem is the failure of schools to realise the task that lies before the principal, the task of developing learners to make their skills, knowledge and values to be marketable in this economic life (Blase & Blase, 1998:59).

1.4 REVIEW OF RELEVANT LITERATURE

The Department of Education's (DoE) role players cherished the adoption of policy intervention in transformational leadership (RNCS, 2002:23). Transformational leadership was hailed by education stakeholders as a victory for workplace culture as an appropriate instrument to replace the old traditional top–down inspection approach.

One of the most disappointing dynamics of leadership since the beginning of the reconstruction and development (ANC, 1994:50) initiative is the relative lack of carefully thought–out steps to truly develop leaders who can plan, organise, implement, evaluate and control cultural diversity (Bennet & Bennett, 2003:152). Bottery (2004:89), for example agrees that effective school leadership has become a dominant theme in contemporary educational reform. Effective leadership is needed to sustain innovation and is at the heart of capacity building for school improvement. Therefore, transactional leadership has failed in the implementation phase in almost all schools to make connections with change culture in South Africa.

According to Wiles and Bondi (2007), curriculum leaders are concerned with purpose in educational programmes and the clarification of programme purpose is always an essential prerequisite to any sound curriculum development. The research study is about curriculum leadership provided by principals with special reference to public schools. The various educational leadership books, journals cited in the study and the findings from different and diverse school contexts have revealed the powerful impact of leadership on the processes related to school effectiveness and improvement. It is clear that leadership research has been an object of enquiry long ago. It is clear that the implementation of leadership in promoting quality in schools is still a long standing problem. A major issue raised here concerns the use of negotiation which may be heavily value–laden with black values. This problem is thoroughly investigated in the literature review (Heck & Hallinger, 2006:230).

As Sergiovanni (1995:82) points out, “It is hard to talk about the voice of community and the importance of moral compacts in energizing that voice without also talking about leadership. It is

hard to talk about school leadership without also talking about the visions of principals. In organizations, the conventional wisdom is that leaders should have visions and then work to shape the organizations they manage in accordance with their visions.” The significance of the implementation of curriculum leadership shows in the actual task of all educational leaders. It is through implementation, evaluation and control that action plans are carried out, including developing key activities and sustaining of commitment, the checking of process and overcoming of problems accomplished.

It is equally essential to note that the review of leadership research cited by other authors, on the subject of authentic school leadership written by several senior scholars, as well as a few newcomers to the field are doing very promising work. The province of North West does not qualify to be cited among those cases. Only in the Gauteng Province has leadership been introduced as a new concept. Grant (2006:445) says that:

Few teachers appear to be embracing a teacher leader role and it is an unexplored area of research in South Africa.

This means that effective leaders from other disciplines such as the curriculum field can join to inspire the education department’s professional structures to see and believe in the possibilities of ensuring quality education for learners from a different perspective, that is, effective curriculum leadership (Glanz, 2006:26). The implication is that there must be increased concern among all levels of educators for the well-being of all their learners and the wishes of learners’ parents. Porter (2008:99) puts it this way, “effective mentors seek out and participate in opportunities to advance knowledge and contribute to improving practice among mentoring colleagues and within the field of mentoring.” The introduction of curriculum leadership could impact positively on the cross-cultural perspective of people of the North West Province. In emphasising this view of moral activity, Sergiovanni (1995:8), points out that “leadership in communities is idea based. And the goal of idea –based leadership is to develop a broad –based commitment to shared values and conceptions that become a compelling source of authority for what people must do. These people individually engage in the thorough studies of educational leadership, why leadership is not carried out according to its plans, who will be blamed for its failure? Is it the leadership theory itself, the implementation or the implementer on the ground?”

The main core objective of leadership is to ensure quality and effective school as an organisation and system. This needs thorough skills and training of teachers. Sergiovanni (1995:87) emphasises that “community theory takes us to the roads of school leadership. Leadership is generally viewed as a process of getting a group to take action that embodies the leader’s purpose or shared

purpose. Leadership is different from commanding or bribing compliance in that it involves influencing others by persuasion or example, or by tapping inner moral forces.” Through vigorous commitment, leadership implementation, organising and evaluation, shortcomings or weaknesses of individual teachers may be identified. This will focus on developing knowledge, skills, attitude and values of the teacher (Zand, 1997:12).

Collarbone and John-West-Burnham (2008:1) assert that, “Teacher leadership is inextricably connected to teacher leadership and can be embedded in tasks and roles that do not create artificial, imposed formal hierarchies and that such approaches may lead to greater profession – wide leadership as the normal role of teacher(s). This is in support of how curriculum leadership could work out in the workplace. The implementation process of leadership evaluation could be paralyzed by some of this condition.”

According to Clarke (2007:1), the term leadership and management are often used interchangeably. They mean two very different things and the duties and responsibilities associated with leadership require very different responses from those associated with management. Clarke (2007:2) further highlights the following:

“Leadership is about direction and purpose while management is about efficiency and effectiveness. It is important not only to recognize this difference in function, but also to appreciate that the difference gives rise to a permanent state of tension between leadership’s functions and management functions. Leadership looks outward and to the future. To them success is derived from future–focused change. Management looks inward, and to the present. To them success is derived from improved systems of control, predictability and order. Strong leadership and good management are both essential for the success of a school and a good principal is skilled at both. They also understand that circumstances determine whether a given situation requires more leaderships or better management.”

Cronn (2003:23) also points out: “The idea of leadership, at least as it is conventionally understood, is in trouble. The reasoning behind this claim is that the construct “leadership” and the closely associated and well-rehearsed constructs “Leader”, follower and followership, have ceased to provide adequate ways of representing the work activities of organizations.” One prominent developmental view of the nature of South African curriculum change is offered by Steyn and Wilkinson (1998:203) as: “Social reconstruction, integrated with critical theory and overlapping with pragmatism that encourages us to seek out the process and do the things that work best to help us achieve desirable ends.” The new model of leadership has grown out of necessity as a result of the rapidly changing environment in which organisations must operate.

DoE (1997a:6), asserts that:

Curriculum developers, formal service providers and teachers need to ensure that integrated subjects and theory and practice, still take place.

This study proposes to understand factors that impact the principal's leadership role from people's perspective. O'Neil (2000:144) supports the above mentioned idea that:

In the case of curriculum leadership, talk and social practice occur within workgroups and school settings that are shaped in quite specific ways by both contemporary and historical education policy test and the analyses of the social practices of teaching and curriculum leadership undertaken in the rational settings of specifically educational talk and work.

These quotations provide reasons why the study is important and should be conducted. The new model and the requirements of leadership are far more challenging than those of the past. Clarke (2007:14) concludes that. The literature of leadership theory and styles is extensive. There is now a global industry devoted to research about leadership practice and to the provision of consultancy, training and mentoring of the leaders and leadership teams to organizations and corporations.

The identification of curriculum leaders who can facilitate curriculum development is essential to the success of any change process.

In another study, Grant (2006:514), in "Leadership in South African Schools" concluded that:

The scope is broad and may include leadership around curriculum issues, assessment, teaching, networking, the development of partnership and so on, and teachers need to shift from a follower role to one of operating as teacher leaders, whether they are informal leaders or in a formal leadership role such as that of Head of Department on Learning Area Coordinator.

This study proposes to expose the various problems and challenges that influence the role of principal in curriculum reform in relation to distributed leadership within North West Province Education Department. In the same vein, Thody (1997:8) is of the view that, "Leadership was visionary and transformation and able to provide clear guidelines for action. Leader must be a risk – taker with strong values, coping with ambiguities and mentoring others in their organization. It is essentially a way of planning, organizing and understanding each activity. He supports the research by considering that "the practice of leadership has not been research."

The focus of the study is to describe the mechanism that can improve quality of education in South Africa. To do this successfully, the study investigates how the dynamics of curriculum leadership

and effectiveness work in different contexts and also to find out if all contributing variables can determine the nature, scope and extent of curriculum leadership from available literature. We need to understand who the map readers of travellers are and ask questions about how useful our maps are to them. Some travellers are given access to knowledge in a controlled way and as such may or may not be given this book either in whole or part.

This has the implication that teachers will become literate if they seek knowledge about what they are supposed to do. In addition, an investment in the literature is an investment in the future of our country. Therefore, teachers as leaders have the constitutional objective to reform or impart information and functions with regard to their visions in which they are obliged to rear democratic citizens.

Carl (2009:180), contends that curriculum development is an interpersonal concept and guides the national and professional levels concerning acceptable interpersonal sharing of ideas, which makes co-operation possible, and where people show self-control and trainability.

It is therefore pertinent that teachers as leaders should work co-operatively in ensuring improvement of curriculum leading. Chrispeels (2004:3), in writing about the promise and challenge of sharing leadership and to explore how shared distribution is specially constructed across context, affirms that:

Principals' leadership is central to school improvements, when principals share leadership with teachers and community. Schools become more effective learning environment for children and adults. This means that principals need to put into play the processes of consultation, imparting information and interaction before embarking on planning, organizing, implementation, evaluation and control.

It also means that all educational leaders need to cherish, nurture and allow open expression and maintain sensitive communication processes instead of being autocratic and maintaining a top down ethos. Chrispeels (2004:4) notes further that:

Not well documented are the ways principals learn to share leadership and shift roles and responsibilities to include teachers, parents and students in the messy and challenging work of achieving educational excellence.

This point that Chrispeel's book makes is that shared leadership must not be implemented without adequate understanding of the cross-cultural perspective of the community, without adequate interdisciplinary consultation and without adequate reference to the ultimate objectives of

educational reform. In assessing leadership research, Thody (1997:199), suggests the following for research agenda:

“Calling for maps to be developed, used and challenged, there are key results from this work that the file could take, not of in developing its research agenda, first theory is not there not to be applied like a coat of paint, but to generate vibrant understanding.”

Secondly, such an engagement requires an open approach to reflexivity about who we are and what we are doing so that our position as mediators of knowledge is transparent. This means that school communities should use theory sparingly, change mass actions into mass-leadership and recommit themselves to providing quality education to all learners across cultural diversity in this regard. Thody is of the view that in critiquing particular models of leadership and producing alternatives, we need to debate the emancipatory function of the social sciences and how this links to our conceptualisation of the future.

“The main reason for the development of leadership was to transform the school community. The development of teachers as leaders has to entail the democratic principles and adopt formative approach.” (Thody, 1997:199).

Bennett and Anderson (2003:180) support that what we need to think through at each of these stages include:

- (a) Conditions which enable effective distribution to take place
- (b) How best to measure the impact of these conditions

Sernak (1998:15) motivates that:

“Caring leadership would entail becoming a co-worker, which is, working with the other members of the organization sharing decision making and responsibilities, envisioning leadership from the center of an organization, not from the top, and allowing co-workers to work from their positions of strength in order to contribute effectively to the organization and to take responsibility for their work.” It is not surprising then, that Calitz, Fugles Tad and Lillejord (2002:4) warn us that:

“Culture is first of all perceived as something that primarily exists in people’s heads and minds, as meaning systems, as norms and values and patterns of behaviour”. Such thinking must contribute, not only to curriculum leadership planning, but also to organizing and their personal leadership as well as the conduct of leadership research. All these interacting variables contribute to generate what Calitz *et al.* (2002:12) believed to be research questions.

How does local culture surrounding the school impact on interactions in classrooms, the staff room and the principal's office? And how can groups in the local community become supporting collaborators in the school process? In contrast to these questions, South Africa is asking, "How applicable do you think the leadership theories discussed in international literature are sustainable to the South African?" (Schultz *et al.*, 2003:203).

Until recently, little research on curriculum leadership has been carried out in developing countries. In contrast to some of the leadership studies, Chi-Kin Lee and Dimmock (1999:455), note that:

"Relatively little is known about how and by whom curriculum leadership and management occur inside secondary schools, especially in Asian contexts." Jansen and Christie (1999:154) believe that a well-conceived strategy for retraining teachers in the new policy needs to be devised so that it goes beyond the cascading model to include direct workshopping of every teacher and district personnel, as well as providing ongoing support of a school-based nature.

In relation to changes in the education system, and particularly curriculum organisation, it is very important to find out by whom and how curriculum is led. Another observation made by Chi-Kin Lee and Dimmock is that there remains a dearth of studies on how, and by whom the curriculum is led and managed in schools.

- Place of teachers in facilitating curriculum leadership as an ongoing form of professional development
- Recognition of the centrality of curriculum leadership in teaching and learning
- Focusing on the school as a learning organisation that is collectively shaped and reshaped through curriculum leadership.
- Curriculum leadership entails inspiring of self-confidence as well as confidence in others.
- The first session provided an opportunity for participants to enhance knowledge and to portray leadership

The second session discussed key areas that focused on exploring curriculum leadership. The activities were organised this way:

- The significance of responsibility for curriculum leadership
- Considerations of competence and confidence in order to take up responsibility for curriculum leadership
- Aspects of curriculum leadership action include consciousness of opportunities to engage in

curriculum leadership as a willingness to contest and critique what is (moving outside the comfort zone) as a basis for commitment and (re)construct.

- The importance of the self (both personal and professional), but who generates and tells/ analyses/uses the story?

A recognition that curriculum leadership goes beyond the self to include others and the context (<http://www.acsa.edu.au>).

Marishane and Botha (2011:88) mention that educational district place high a priority on managerial efficiency and political stability than on instructional leadership. This impacts on the principal's role in curriculum reform. It is important to know that the principal receives few rewards from the district office for actively involving themselves in curriculum and instructional methods. There is a sense in which curriculum reform is regarded as low priority and impacts the role of the principal in curriculum reform.

Glatthorn and Jailall (2009:23) emphasised that the district continue to assert the authority over the curriculum and classroom teachers close the door and teach what they wish to teach. Sammon (2008:42) explores the question of the district impacting the role of the principal in curriculum reform. The author argues that the district and school policies, regulations and financing need to be reviewed and updated or abandoned. Furthermore, the district standard may need to take into consideration student mastery of skills and knowledge to accommodate reform initiatives.

Using an authoritative district power, it might transmit competing values about work, teaching and curriculum reform.

What is the impact that school leadership effectiveness in curriculum reform has?

1.5 RESEARCH DESIGN AND METHODOLOGY

1.5.1 Research Design

A detailed discussion of the research design relevant to this study is presented in chapter three which is devoted to a more complete discussion of the research design. The study follows a qualitative mode of approach. A summary of the process is provided here.

Qualitative Approach

This study is qualitative in nature because it involves the collection of data through the following instruments:

An unstructured interview was conducted for school leadership effectiveness in curriculum reform. The aim of the instrument was to determine school leadership effectiveness in curriculum reform and to collect detailed information on what constitutes effective school leadership.

It helped in determining the contribution of the North West provincial education and professional support structures empirically since 1994, based on the aims of the research and school leadership attitude towards their own work, the knowledge they have about curriculum reform and whether support was available. The researcher used the aims of the research and research questions to achieve the objectives of the research.

An observational instrument was also constructed to assess the principal's practice in effecting curriculum reform. The study also follows the qualitative approach. A qualitative research study has the following characteristics that are consistent with the context of the study.

It is conducted in a natural setting and the researcher is the key instrument for collecting data (de Vos Strydom, Fouche and Delport , 2011:240). The study therefore made use of the survey research that is an imperial and logical investigation that is systematic and important in its gathering of information from participants (Mouton, 2001:107). This is also relevant to providing solutions to the research problem as the researcher spent some time observing and collecting interview data from North West education and professional support structures and participating in what might shed more light on the study (Moore, 2009:225).

Qualitative researchers are concerned with the process rather than simply with products (de Vos, *et al.*, 2011:240), therefore, there was no need to test the null hypotheses to achieve the objectives.

Qualitative Data Collection

Interview schedules were designed to enable the participants to answer questions in the personal presence of the interviewer. The researcher was able to follow up ideas, probe responses and investigate motives and feelings that any other instruments could not do.

The Participants

The participants consisted of school leaders that are teachers, principals, and heads of department and deputy principals. The participants were drawn from all five regions that form North West Province Education Department.

Triangulation

According to Leedy and Ormrod (2010:169), triangulation is used in all types of qualitative study, and it refers to the process of using multiple data collection methods, data sources, or theories to check the validity of the findings. If similar themes are noted in data collected from a variety of sources the credibility of the interpretation is enhanced. The researchers use a combination of data collecting methods to ensure the credibility of the study.

1.5.2 Research Methodology

1.5.2.1 Literature Review

In the review of literature, a thorough study of the primary and secondary sources must be conducted with the view of gathering accurate information of school leadership effectiveness in curriculum reform, also to recognise the views of different writers to ensure that this research accommodates the latest developments concerning the methodology of school leadership planning and internal operations. It is for these reasons that data and interpretations were guided by the literature and defining the boundaries of the study. Furthermore, the literature guided the research design and also provided a framework in which data was collected.

The interview

Semi-structured interviews were conducted with teachers, principals, curriculum developers, curriculum planners, quality assurance department in developed and developing countries. This was achieved by using e-mails to cut expenses. The aim of the interviews was to gather information from people with experience in school leadership effectiveness in curriculum reform. Therefore, the interviews of these participants are important to this study in many ways. It explains the relationship between the research design and the conceptual framework and the participants. This method is discussed fully by Wiersma and Jurs (2005:205).

Questions were formulated clearly to achieve validity. An example of how an interview with school leadership might progress is supplied below:

- i. What would you like to tell me about school leadership effectiveness in curriculum reform?
- ii. What kind of problems and challenges do school leadership experience in implementing effectiveness in curriculum reform?
- iii. What has been done to implement effective curriculum reform in your school?

A full range of interaction was provided in the study which supplied details of how teachers are teaching effectively, developing learning materials and, ultimately, developing curriculum and how implementation processes are carried out and modified. This way, multidimensional data collection plan is built to try and validate accounts observed and indeed, anything to increase the accuracy of the processes. As mentioned above, the researcher applied the Delphi method to resolve conflicting opinions and other outstanding school leadership effectiveness in curriculum reform, by utilising experts. They were given questions to answer in writing.

1.5.2.2 Data collection procedure

Data collection procedure followed in the study was logical and systematic. Survey method was employed to gather information about the different variables in the study. Data was collected on provincial basis.

The following steps were followed:

- Define the problem after it has been identified
- Make a thorough intensive study of the literature on similar research.
- Decide on the size of samples after defining the population and locating precisely where the data will be found e.g. by name, street no, and town (Leedy & Ormrod, 2010:60)
- Identify the techniques and measuring instruments to be used for data collection.
- Carry out a pilot study (preliminary investigation (central region). Try the application of techniques and measuring instruments in order to test their suitability. Problems can be identified at this stage and revision made.

1.5.2.3 Population and sampling

The population comprised of a collection of members of the North West Province Education Department and professional support structures on which the investigation was done and focused. A population is defined as all objects of any well-defined events and objects (Strauss & Corbin, 1998:35) that conform to specific criteria and to which the researcher intends to generalise the results of the research. The group is also referred to as the target population. In this aspect, primary and secondary schools were targeted in the five regions of North West Province as the population of the study.

The nature of the questions and aims of the study direct the researcher to use three forms of sampling, purposive sampling, convenience sampling and quota sampling. The three sampling techniques were used to provide representativeness and to remove the possibilities of being biased on the part of the researcher and also to emphasise the use of multiple methods of data collection (Mouton, 1996:156).

Purposive Sampling

Creswell (2007:125), agrees that the concept of purposive sampling is used in qualitative research for the inquirer to select individuals (principals) and sites for study because they can purposefully inform on and are understanding of the research problem. Marshall and Rossouw (in Creswell, 2007:126) provide an example of sampling four aspects: events, settings, actions and artefacts. This process of purposive sampling occurs on the conscious level to answer research questions. According to David and Sutton (2004:152), in purposive or theoretical sampling, the units are selected according to the researcher's own knowledge and opinion about which one's they think will be appropriate to the topic area.

According to Mcmillan and Schumacher (2006:351), purposeful sampling is selecting information rich cases for study in depth. This sampling technique is used when the researcher wants to understand the problem about those cases without desiring to generalise to all such cases. The samples are chosen because they are likely to be knowledgeable and informative about the principal's role in curriculum reform.

Convenience Sampling

Cohen et al (2008:102), review convenience sampling as accidental or opportunity sampling that involves choosing the nearest individuals to serve as participants and continuing that process until the required sample size has been obtained. Leedy and Ormrod (2010:212) argue that convenience sampling makes no pretence of identifying a representative subset of a population. It takes people or other units that are readily available for instance, those found on the scene by mere happenstance. In McMillan and Schumacher (2006:358), non-probability sampling or availability involves using whatever subjects are available to the researcher. There are many circumstances that bring people together in situations that are sufficiently and inexpensively tapped for research.

In this regard there have been interactions and events that the researcher has sampled. The researcher sampled subjects which were already available, those who were considered as ineffective by higher authorities and removed from their original post to another. These principals were able to describe what determines what they do. The data obtained from this convenience

sample gives the researcher a broad background about the role of principals (Leedy & Ormrod, 2010:112).

Quota Sampling

Quota sampling is one in which the sample strives to represent significant characteristics of the wider population. Cohen et al (2008:92) observe that the researcher wishing to devise quota should proceed this way:

In stage 1, identify those characteristics (factors) which appear in the wider population which must also appear in the sample. Leedy and Ormrod (2010:212) argue that, with regard to quota sampling, it selects participants in some proportions in which they are found in the general population. This type of sampling regulates only the size of each category within the sample. According to David and Sutton (2004:152), quota sampling involves selecting cases by opportunity-based selecting methods, according to some pre-defined characteristics of the population.

Quota sampling was used to select participants in the same proportions that are found in the general population. All the researcher needed were the opinions from all categories of school principals.

1.5.2.4 Data analysis

Data was obtained through observation and interview questions. The content analysis allowed a representative sample to be drawn for the qualitative analysis. Qualitative research may confirm key rich informants of a sample group for such qualitative research. Furthermore, qualitative analysis complements the findings of qualitative methods by indicating the extent of their existence within the subject population (Leedy and Ormrod, 2010:25).

Multiple methods of approach benefit the researcher because qualitative methods, especially observation or unstructured interview, allow the researcher to develop an overall picture of the subjects under investigation. Qualitative analysis is more appropriate to assess the descriptive components of a topic.

Fox and Bayat (2007:105) point out that data processing may be done manually searching for themes. Segments of texts from all documents relating to a single idea may be tagged and the database may be examined for all information concerning a single theme. Flick (2007:x) emphasises that analysing experience of individuals or groups can be related to their practices. This is achieved by analysing interactions and communications in the making. According to

Walliman (2011:128), the information carried from analysis of the preliminary data collection leads to better understanding and helps to determine what further data collection is required. It was important for the research to process tapes of interviews in order to make them useful. Walliman further states that a standardised set of headings will prompt the ordering of the information. Main issues, summary of information acquired concerned interesting issues raised and new questions resulting from these.

Gibbs (2007:1), also defines analysis as some kind of transformation you start with some collection of qualitative data and then you process it through analytic procedures into a clear understandable insightful, trustworthy and even original analysis. He further notes that a major concern of qualitative analysis is to describe “what is happening to answer the question what is going on here” from such a thick description, it is possible to go one stage further, one could offer an explanation for what is happening. Springer (2010:384), asserts that before data analysis can be completed, the qualitative researcher must organise the information he or she has obtained. The researcher may organise the information by hand. Gray (2009:514), states that:

Conversational analysis is interested in the formal analysis of everyday conversation. Primarily, this includes the analysis of natural texts often the results of transcribed tape recordings which seek to specify the formal principles and mechanisms with which participants express themselves in social interactions.

Thus it is a very critical situation that formed the basis of data analysis in this study. In this sense the research followed phenomenological data analysis to capture the essence of lived experiences of interviewees. The phenomenological approach can provide the principal with key important procedure to answer questions, especially the first and second. In such a situation, the principal is encouraged to follow the phenomenological data analysis. This procedure is analytical, critical and introspective. According to Leedy and Ormrod (2010:141), a phenomenology refers to a person’s perception of the meaning of an event as opposed to the event as it exists external to the person. Furthermore, a phenomenology study attempts to understand people’s perception, perspectives and understandings of a particular situation (Creswell, 2009).

Purcell and Black (2008:118), mention that inductive data analysis is good to analyse the interview transcripts. Here, the interviewer read and re-read the transcripts to develop familiarity with the data, simultaneously, noting the emergence of patterns. Participant’s comments were coded on the basis of emerging themes and then sorted and regrouped into themes and larger, over archiving categories. During this process of coding, sorting and regrouping response patterns were checked to examine similarities and differences across stakeholders. Dana (2009:117), defines memoing as,

Memos are conceptual in intent are primarily written to oneself. The content of memos can include commentary on the meaning of a coded category, explanation of a sense of pattern developing among categories, description of some specific aspect of a setting or phenomenon.

According to Grbich, (2009: 136),

“The central goal of conversation analysis is the explanation, through the use of the spoken word, of the procedures which speakers use to communicate in a variety of socially mediated situations. Your analysis needs to focus on the forms of exchange in naturally occurring conversation sets and how any accompanying visuals and non-verbal interaction add to this. Knowledge of the use of qualitative research influences the research to identify the insider perspective and to employ methods that ensure the credibility of results.”

Hammersley (2010: 161) and Andrew (2008: 64), concur with the above mentioned ideas, “this allows insights into the dilemmas and troubled subject positions speakers negotiate as they tell their stories, and so into their understandings of current consensus about what it is acceptable to say and do in their local and national cultures”

The above mentioned analysis was used in the study as a guide for the researcher to answer the research questions. More recently, according to Strauss and Corbin (2008: 229), analysis involves what is termed coding, taking raw data and raising it to a conceptual level. Coding is the verb and codes are the names given to the concepts derived through coding. They emphasise that coding is more than just noting concepts in the margins of the field notes or making a list of codes as in a computer programme, by becoming more specific as to which strategy to use across qualitative data analysis. Thomas (2009: 198) suggests the constant comparative method, which involves going through data again and again, comparing each element-phrase-sentence or paragraph-with all of the other elements. Furthermore, Thomas emphasises that from the constant comparison you emerge with themes that capture or summarise the contents of data. It is these themes or categories which form the essential building blocks of analysis.

1.6 ETHICAL ASPECTS

Heads of department, principals, teachers, subject advisory personnel, curriculum research quality assurance personnel, both race and sex were part and age ranged from 20–60. Participants were from North West Province Education Department. The researcher received a letter of permission to undertake the study. Participating in the study was voluntary and information received from participants was treated with confidentiality and anonymity.

The benefits and advantages to human participants or participants

Cross – checking of different representation was made available to participants for observation. This way, participants were able to point out for themselves any perspective mismatches between accounts, words, actions and understanding. They were able to observe each other before any outside observation.

Risks and disadvantages to human participants or participants

The researcher controlled risks and disadvantages by making sure that the benefits outweighed the risks and disadvantages. Implementers were selected from various sections of the DoE who would directly benefit from the research. This made the participants account for their own action.

1.7 CONTRIBUTION OF THE STUDY TO KNOWLEDGE

The evaluation of the effectiveness of school leadership in curriculum reform is done in provinces, locally and worldwide. Circumstances as experienced by principals, teachers, heads of departments and deputy principals are reported and analysed and as far as the researcher knows, no such study has ever been undertaken in North West Province, and in South Africa.

This study could also be transferred to similar contests in South Africa.

- The results of this research will exert a significant influence on participative decision about leading curriculum needs and preferences at the primary and secondary school levels.
- Contextual reinterpretation of the function of primary and secondary leaders will be dealt with in earnest.
- Teaching methods will concern the broader view of knowledge, social involvement and community development.
- Community service, existential commitment
- A process of involvement and grassroots contact between people of different world views. An inter-curriculum leadership model.
- Explain the nature and aims of the study
- Identify the researcher conducting the study.
- To provide reasons why the study is important and should be conducted.

- To explain why it is important that the participants answer the questionnaire and assure the participants that there are no right or wrong answers and that answers will be treated confidentially.

Academic and Scientific relevance of the research findings

From this it can be deduced that it is important for the principal to receive basic training in solving the hierarchical and bureaucratic pressures that elude all experts. This will equip the principal better than just reflecting on his/her work. It is important to know that practitioner research draws upon years of experience working within oppressive environment which offers a wealth of practical knowledge and insights to address the problems and challenges of the principal's role in curriculum reform that principal's face on daily basis, get wise to the politics to understand the political landscape of your environment. It is important to know that hierarchical demands and bureaucratic pressures compose the political landscape. The findings provide a clear, comprehensive guide to the practical aspects of dealing with hierarchical demands and philosophies used to address these demands.

The academic significance of the findings is that principals are encouraged to take in practitioner research and keep naming the work place activities that hinder progress. In the absence of expert's less focus on the principal challenges and practitioner research especially in South African contexts principals will contribute enormously to the literature. I have reflected on the South African literature dealing with curriculum leadership, very little is written about it. In this regard, Christie (2008: 183) writes five sentences about curriculum leadership: This entails the principal ensuring that the curriculum is covered, monitored, student assessed and undertaking quality assurance measures sound curriculum leadership would improve the functioning of schools. For Marishane and Botha, there is little mention of the principals as curriculum leaders and plan more emphasis on instructional leader. This, according to Glatthorn and Jailall (2009:37), even when principals are generally aware of their curriculum responsibilities, they have difficulty finding the time to reason that principals draw upon their years of experience of working in this environment and make their voices heard by providing practical knowledge and insights to address the challenges that faced them.

The finding contains many data that can be developed into training to assist principals to become curriculum reforms. These present findings are significant since they provide vital guidance for academics to write books in support of practitioner research in South African contexts.

New ways of research on comparative study of the role of the principal of the principal reform between South Africa and China as a business partner. With an understanding of what administrator inquiry is, how it differs from traditional educational research, how it contributes to principal development and other benefits for the principal. This is how significant the problem is. Dana (2009:19) notes that new research about principal being participants or practitioner researcher will be a new research for South Africa as we only used to participatory action research and traditional research (Lichtman, 2013:189).

1.7.1 To the subject area or discipline

Expansion of knowledge of the determinants of the principal's role in curriculum reform will provide the capacity to deal with different demands—bureaucratic needs and aspirations arise from different perspectives. Principals' leadership contribution will focus on developing small learning communities that could help explain the dynamics of the change processes of transformation and change through which we navigate on daily basis.

Curriculum leadership represents a new view of educational leadership as a dynamic instrument of change in accepting all contributing stakeholders, expects as community practice and becomes a process which can encourage renewed cooperation and inspire independent initiative in our hierarchal demands, grass roots control and central control.

It will enable them to become leaders in their own work place and communities. Determinants of educational systems run through the school system. Curriculum leadership will only become a vital part of the education delivery system by inviting the participation of principals. Knowledge is developing too fast for teachers to be able to keep track of every development single handed.

This study attempts to conceptualise and provinkmcialise curriculum leadership within the North West Province Education Department. Grant (2006:530) suggests that:

“There is a need for substantial researches into teacher leadership and distributed leadership in South Africa, for, without this voice, the transformation of South Africa” schools into professional learning communities will remain a dream.” In writing about the new model of leadership, Clarke (2007:15) says that:

The new model of leadership has grown out of necessity as a result of the rapidly changing environment in which organizations must operate.

What emerges as the main research question from the questions raised above is: can the nature, scope and extent of curriculum leadership cope with planning demands, organisation demands, implementation, evaluation, demands and can centralised control be determined empirically since 1994?

1.7.2 To the research focus area

This research is about learning more about rapidly changing sets of circumstances that touch upon every facet of society. To the research focus area, curriculum leadership represents a new view of effective teaching and learning as a dynamic instrument of change in the community, a process which can encourage renewed interdependency and inspire consideration and initiative. It demands proper planning in collaboration with other state departments in order to ensure that all facets of our national life receive attention in terms of trained personnel from the research programmes.

The Department of Education (DoE) must see to it that every member of its establishment from the bottom to the top feels ready to talk about work. We should all have a sense of belonging. It should be our department, all of us.

We should all feel free to speak to each other about what we think should be done or not done, Our aspirations, concerns, development of a work culture. There should be no strangers present, the disparity of the ages and ranks of those present should be narrow rather than wide. Leaders are able to motivate and inspire those around them by helping them understand the values and benefits of the vision to the school and to all those involved in it and committed to its welfare.

Creation of training model to assist principals to become curriculum reformers is important because it enables the principals to become more involved in their own learning thorough the opportunities that arise for critically investigating and explaining curriculum framework, design, alignment and reform (Dana and Diane Yendel-Happey (2008:1); Downs, 2008b: 24; Halsey, 2011:49; Lichtman, 2013:128; Marshall 2009: 89; Ryan, 2008: 81; moving away from curriculum framework driven by verb-driven objectives to clear statements on what students must understand and staff training (Erickson, 2009:6; Sleeter and Grant, 2009:105; Churches and Terry, 2007:178); using leadership theory to inform practice and redesigning the curriculum to match the new realities.

It is important to know that Lichtman (2013:37) notes that some topics and questions seem to fit well into qualitative domain. The topic of research show that research ideas come from school leadership field and curriculum field and critical theory that assist principals to have freedom of choices or to explore the conditions under which they work (Drew, Hardman & Hosp. 2008:30).

However, the topic comes directly from the statement of problem. Blakie (2010:16) notes that the first part of the topic refers to the issue under investigation and the second part can locate study.

1.8 THE ILLUMINATION OF TITLE AND RELATED CONCEPTS

School Principal

Marishane and Botha (2011:39), argue that the principal is an important change agent who deals with decentralised wide issues such as decision making, information, resources and capacity building. Principals also deal with expanded roles such as management, governance, leadership and curriculum. Furthermore, principals have to operate in a complex environment of change pervaded by technology, innovation and the competitiveness of globalisation. There is impact in the transformed nature of school leadership unique to school-based management by these complex issues. However, major roles constitute the principal is a position, that is, political leadership, instructional leadership, transactional leadership. According to Marishane and Botha (2011:46), school principals provide leadership service to their teams of teachers whose main area of operation and function is the curriculum and curriculum delivery. As Hale (2008:245) points out, the critical role administrators play in establishing curriculum mapping as the new way of conducting curriculum business is important for sustainability.

According to Fullan (2008:1), the principal is the most senior staff member appointed to lead and manage the school by the Governing Body, to whom he/she is answerable. This definition of the principal includes the main objective and subjective elements. It is particularly important to include a subject component in the office in the meaning of principal. The term principal refers also to head, headmaster, headmistress, rector, CEO, and this is how principals may see themselves in relation to how they perform (Fullan, 2008:2).

North West Education Department

Molale (2007:24), mentions that North West Province has the country of Botswana as its Northern neighbour and is bordered elsewhere by the Northern Cape, Gauteng, Limpopo and Free State Provinces. He further states that it is completely landlocked with a strong functional link to Gauteng and other provinces. It is important to know that North West Province is considered low in skills level and the poverty rate is estimated at 57%. This is critical to bear in mind when one deals with curriculum change policy. According to Molale (2007), the provincial government and the Department of Education are divided into five magisterial regions, namely, Bophirama, Bojanala West, Bojanala East, Southern and Central. In the case of the personal study, the principals were

selected from central. Steyn, Steyn, de Wall and Wolhuter (2011:59) agree that North West Province poverty rate is 57% and that the people who live in poverty are estimated at 9%. North West Province is one of the important food baskets of South Africa.

Curriculum Reform

English (2005:429), asserts that for successful curriculum leadership at the site level, school principals should focus their improvement and requisition on instructional materials as a few core educational goals pursued through a common instructional framework. This idea is emphasised by Miller, Devin and Shoop (2007:57) that the curriculum needs to be redesigned to match the new realities. According to Sammon (2007:113), the changing face of schools is also changing the way we think of curriculum. A school and district focuses on whole school reform versus pockets of excellent curriculum in which instruction becomes the local point of the educational experience. For Wiles (2009:50), curriculum development is the essential function of the school leadership, whether this role is carried out by a principal or not, the curriculum defines all other roles in a school. Hale (2008:205), mentions that principals must remain vigilant in working with people.

Shipman (1990:86) speaks about change as a long process, not a sudden event. Curriculum change disturbs the privacy of teachers. It exposes teachers to new ideas and methods which can show up weaknesses, concealed by following routine. Shipment, further argues that writer Fullan (2008:64) assumes planned curriculum change has been a failure.

Leader

Marishane and Botha (2011:86), describe instructional leadership as a concept which encompasses those actions that a principal takes or delegates to others to promote growth in student learning. In addition, instructional leadership comprises the following tasks: defining the purpose of schooling, setting school-wide goals, providing the resource needed for learning to occur, supervision and evaluating teachers, coordinating staff development programmes and creating collegial relationship with and among staff. Wiles (2009:50), argues that because the curriculum design has so many parts, it will be necessary for the curriculum leader to clearly define the path for implementation.

Critical Analysis

In the context of research, Briggs and Coleman (2007:15), point out that the term critical, self-critical, advancement of knowledge and wisdom are value-laden. A culture of teaching and learning can only thrive where stakeholders feel that they own and are part of the values, system and others of the school. Participation and collaboration are essential in building a form of management that is

based on consent and consensus, rather than an instruction and force from managing to leading and from top-down management and principals leading from the forefront of change. The leadership instinct puts the principal's role first, the concept of making choices seeks a balance between own interest and interests of others.

It is well understood that critical inquiry in curriculum making can be applied at any level of curriculum making policy, institutional or classroom. According to English (2008:126), an aspect of curriculum or school practice is identified and then participants attempt to answer series of questions: what problems or central question does the curriculum purport to address? Also, critical inquiry is used in setting of controversial curriculum policy and the planning of courses in areas where conflict is high. Kridel (2010:157) agrees that discussions are central around critical theory research in curriculum studies and can be described as concerned with issues of power intersecting oppressions and inclusion – exclusion. Kridel (2010:160), further states that the role of critical theory research along with the construction of a critical social science is to facilitate circumstances that are transformative to having a liberating political impact on the lives of those who deal with the complexity of intersecting oppressions. A commitment is made to the common good, to the common welfare of all. This role requires continual examination of societal institutions, regulations and the distribution of power and resources.

In the context of research, Briggs and Coleman (2007:15), point out that the term critical, self-critical, advancement of knowledge and wisdom are value-laden. A culture of teaching and learning can only thrive where stakeholders feel that they own and are part of the values, system and others of the school. Participation and collaboration are essential in building a form of management that is based on consent and consensus, rather than on instruction and force from managing to leading and from top-down management and principals leading from the forefront of change. The leadership instinct puts the principal's role first, the concepts -of making choices seek a balance between own interest and interests of others. Put differently by DoE (2001:35), the series provides the main features of school leadership for principals to be better equipped to manage and lead schools in a climate of constant change and challenge. It indicates a need to consider better understanding of the principal's relationship with other stakeholders in the school and to work with them to achieve the school's vision and aims. In the introduction of the series, the DoE (2001:35), views leadership and management as being based on the following:

The school is the institution within our communities which must recreate the culture of teaching and learning and teach the basic lessons of democracy. True leadership transforms people so that they can manage themselves. Power should be transferred to the lowest level possible. School

leadership and management are very important and help to understand more about the organisational context in which principals manage and lead the efforts to transform their schools to become centres of the community development.

An important role of educational leadership and management is to create an environment in which the school, as an organisation, reflects and renews the need for its existence.

The work of the principal should be encountered against the background of the above mentioned principles. In fact, DoE (2001:35) emphasised the view that principals will identify the options for structuring, managing and leading schools in order to improve the quality of learning and teaching. These options will assist to make the choices which are right for the school. Furthermore, principals will deal effectively with the challenges of change, and thereby working with other stakeholders to build the school community. According to DoE (2002:1), it is important to realise that the new education paradigm shift is for schools to be their own managers. McNeil (2009:258), mentioned that decentralisation made principals more responsible to their communities, they are held accountable to system wide goals and standards. Under decentralisation, the principal has to tailor local school interests and activities to the system's goals.

According to Creswell (2007:27), there are several factors influencing the principal's role, and in moving towards a comprehensive critical analysis of the principal's role in curriculum reform, these factors should be taken into consideration. Understanding of the different factors affecting the principal's accountability can assist ineffective principals in identifying certain curriculum areas of concern in order to help the school community acquire the necessary knowledge, power and values to make realistic reflection on their learning.

Values

Dimmock and Walker (2005: 7) mention that sociologists define culture as the values held by members of a given group that distinguish it from other groups. Values and norms of behaviour vary widely across cultures. Busher (2006:52) maintains that at the centre of leaders' dilemmas is the quandary of making choices about whose values they enact and in whose interests. He found that to implement their preferred values, policies and practices, leaders have to gain access to and use power, but they cannot do this unless they engage in dialogue and action with other people individually or in groups within and outside schools' social and organisational systems.

In fact there is nothing that the principal cannot undertake in a more or less direct way for leading curriculum renewal and inspiration of teachers. In this interchange, teachers discover in all its clarity, the power that the school community has in its diverse cultures. From the literature

reviewed, it is clear that the principal's role is an important prerequisite for introducing educational reform and educational materials transferred to local people and children. The principal's ineffectiveness will prevent many voices to be heard and effectively progressing through the different phases of curriculum reform (Wiles, 2009:2). In Wiles (2009:3), there is a call about leader behaviour in an attempt to determine what successful leaders do, not how they look to others.

There is no single, universally accepted leadership theory that clarifies the exact scope of leadership. However, Bennett and Anderson (2003:38) maintain that a theory considering two variables in defining leader effectiveness focuses on Leadership style and the degree to which the leader's situation is favourable as the best during rapid change. This theory is generally known as ease of influencing followers, and it is defined as the combination of leader-member relations, task structure and position power (Bennett et al., 2003:40). It is important to know that according to Fullan, Hill and Crevola (2006:96), there is the need for districts and states to examine the principal's role with a view to reducing the distracters.

Knowledge

Busher (2006:11) mentions that knowledge is constructed socially through the use of power by influential groups of people and individuals. He also suggests that teachers are responsible for working with students to help them learn what has been defined as knowledge by a school's curriculum. According to Christie (1999), curriculum specialists are still frustrated and even distressful of the others.

This is evident, the basic needs movement recommended the introduction of competency-based education, while the government unilaterally introduced new education and never really defined the integrated principles of curriculum development governing such a new approach. There are weak efforts to make the right choice which undermines the basic seriousness to accept an alternative view of curriculum content planning. With emphasis being placed on the nature, in terms of reform, there are integrated circumstances as in Hoadley and Jansen (2002:215).

Morris (2002:13), illustrates that curriculum scholarship might get lost in the struggle to understand that understanding is fragile, bent, queer, uncanny, repetitions and ghostly. Curriculum theorising is an uncanny site of a dream. It seems our view of the process of curriculum renewal must be based upon an appreciation of understanding the universally different perspectives of international text to be in line with global perspective. It must be informed by various priorities. This is the central and incontestable process of curriculum process and development.

Bush (2006a:1), maintains that educational management is a field of study and practice concerned with the operation of educational organisations. According to him, there is not a single generally accepted definition of educational management because its development has drawn heavily on several firmly established disciplines, including sociology, political science, economics, psychology and general management; 'We are looking at a field of management of studies characterised by a considerable flexibility of discipline boundaries'.

Curriculum

According to Wiles (2009:2), this concept curriculum is not a course to be run, there is a multifaceted matrix within it to be explored. Curriculum becomes a process of development rather than a body of knowledge to be covered or learned. Curriculum content planning should be a two-tier or hierarchical process. The first tier would involve broad, general goals set by the teacher as the expert in the field or done in collaboration with other experts in the field.

The DoE (1997a:10), suggests a definition:

“That curriculum is everything planned by educators which will help develop the learner. This curriculum can be an extra-mural sporting activity, a debate, or even a visit to the library. When the curriculum is being planned, the physical resources, work programmes, assessment criteria and extra-programmes should be taken into an account.” Furthermore, curriculum (content) planning is to be done by parents, teachers, education authorities and learners in fact, as many people as possible are encouraged to participate.

Curriculum principles

There are key principles that underpin curriculum development in South Africa. In this regard DoE (1997a:12), notes that Integration of education and training for all learners will succeed if learners will be expected to show what they have learnt in different ways. Results will be assessed in other ways and an on-going basis assessment is an integral part of the whole system, learners will know what they are learning and why. They will be encouraged to take responsibility for their learning.

Curriculum organisation (design)

This refers to the organised whole of knowledge, values, skill in integrated areas. It is organised in such a way that there is always a visible starting point. The principles informing the organisation are transparency, Holistic and democratic. This concept refers to activities that determine the mission of the country, its goals and objectives. Curriculum (content) planning is done at three levels, macro, meso and micro-level (Wiles and Bondi, 2007).

The significance of curriculum organisation is profound enough to reflect on its nature, scope and evaluation. Wiles (2009:1), claims that curriculum development is the life-blood of education. Reconceptualising its processes and content is crucial for re-examination of schooling, so necessary during the present state of flux that characterizes the global political economy.

Potenza and Monyokolo (1999:236), see three key or essential components of the curriculum, as;

- (i) Curriculum development, including illustrative learning programmes and progress maps or some framework for assessment;
- (ii) Learning materials based on the illustrative learning programmes; teacher training that would assist teachers to translate all of the above into practice.
- (iii) A well-conceived strategy for retraining teachers in the new policy needs to be devised that goes beyond the cascade model to include direct work-shopping of every teacher by district personnel, as well as providing ongoing support of a school-based nature. Carl (2009:2), highlighted in his definition of curriculum development by saying, it is not an entity jealously guarded by experts. While Wiles (2009:2), define curriculum development as a process whereby the choice of designing a learning experience for students is made and then activated through a set of coordinated activities. Curriculum development, for the professional, is a logical process that begins with clear goals and proceeds in an "if-then" manner until finished.

Curriculum decisions

Wiles (2009:50), agrees that curriculum leaders are concerned with purpose in educational programmes, and the clarification of a programme purpose is always an essential prerequisite to any sound curriculum development. Furthermore, the element of choice is present in every curriculum decision, and those choices always reflect values. Curriculum change/renewal/innovation, has planned change been successful. (?) He speaks about change as a long process, not a sudden event. Curriculum change disturbs the privacy of teachers. It exposes teachers to new ideas and methods which can show up weaknesses concealed by following routine. Fullan (2008:23), points out that curriculum change is not a single entity, it is multi-dimensional. He identifies three dimensions of change: namely, the use of new materials, the use of new teaching approaches, and the alteration of beliefs such as pedagogical assumptions and underlying theories.

Foundations of curriculum theory

DoE (1997a:8), defines foundations of curriculum theory as a conceptual framework within which curriculum theory for developing curriculum in South Africa should be conceived. According to DoE (1997a:10), the most fundamental issue is to understand the new educational paradigm, that global interconnectedness is exhibited in the curriculum practices by responding to rapid change and the information age. Furthermore, they explain the various approaches of education and educational philosophy that underpin its practices. It is for this reason that South Africa cannot belong to a particular school of thought. DoE (1997a:11), in addition, indicates that there is need for both critical individuals and team-work. No longer is it a matter of academic knowledge (theory) or its application (practice): we need both theory and the ability to use that theory in practice and in new contexts.

While most writers seem unable to reach consensus of simplifying the concepts curriculum and development to include black perspective of understanding various developmental models, there seems to be agreement that, curriculum development is used interchangeably with terms such as curriculum renewal (Wiles, 2009:49).

Hunskin and Ornstein (2009:26), found that, ideally, the reflecting which is implied in curriculum theory, and the actions implied in curriculum design, development and evaluation, can only properly be understood as one process intimately and intricately interwoven.

Curriculum discourse

Hunskin and Ornstein (2009:181), say that there is a growing emphasis on curriculum development at the school or district level. The identification of curriculum leaders who can facilitate curriculum development is essential to the success of any change process. In South Africa, curriculum discourse is centred around training policy discourse, teacher identity and the politics of participation as well as the need for a common version of what counts and how to count it.

A major issue raised here concerns the use of negotiation which may be heavily value-laden with black perspective and based on black values. Hunskin and Ornstein (2009:23), provide a common concern for the solution of curriculum discourse as that of recognising and appreciating the following strategy:

- (i) Accept the individual differences of adults in conducting workshops for the development of curriculum.
- (ii) Assist the group in pursuing various possible solutions to a problem.
- (iii) Summarise various solutions clearly and concisely.

- (iv) Disseminate information on current innovations to staff members directly involved in a specific area of innovation.
- (v) Determine the needs of the community and of individual pupils in planning and developing programmes at all levels of instructions to fulfil these needs.
- (vi) Improve personal ability to communicate positively and influentially with many different personalities.
- (vii) Seek help and cooperation from staff members in setting of programmes of curriculum development or improvement or both.
- (viii) Communicate progress, plans, and problems between staff members and curriculum making bodies.

Curriculum renewal

One prominent developmental view of the nature of South African curriculum is offered by Steyn and Wilkinson (1998:203) as:

“Social reconstruction, integrated with critical theory and overlapping to pragmatism that encourages us to seek out the processes and do the things that work best to help us achieve desirable ends. Modify and change through the concerns of different social actors.”

There is the demand for South Africans to accept reconstruction theory as a useful tool to create. Above all, the demand for South Africans is first to accept acquiring conventional curriculum content planning expertise. However, they do require the use of the objective model to be thoughtful and clear in planning learning skills. For the curriculum worker, as a close examination of the expression of newly introduced concepts in curriculum content such as, organisation evaluation, implementation and control, shows that the concepts are being increasingly neglected by teachers at the micro-level and by international curriculum developers (Carl, 2009:45).

1.9 CONCLUSION

The government has put in place a number of policies to foster implementation of curriculum reform and they are:

Norms and standard for educator development, skills development Act, post provisioning model, integrated quality management system and systemic evaluation and a variety of improvement programmes.

These policies are expected to be implemented simultaneously by principals. No sufficient attention is given to the process of the curriculum planning model. The chapter began by attempting to define the problem of the study. It stressed the difficulty in finding agreement on what determines the principal's role in curriculum reform. Neither the low order nor middle order priorities respond quickly to changing circumstances and new demands. The topic of research provides an opportunity for all to contribute towards the solution. Leading curriculum renewal in times of reform is as complex and confusing as in any other country . The topic is highly explosive. South Africans cannot ignore the belief of the optimists or pessimists about alternative views of events in making curriculum work for all. The aim of the study was to understand the problems and challenges of defining the principal's role.

In an effort to determine possible areas upon which the principal can affect curriculum reform, the following are mentioned, problems' demand on the principal's role, strategic challenges that cause dilemmas for the principal's role, reflection aimed at the developmental level of content and knowledge and Improving social conditions and critical analysis of the principal's role.

Chapter 1 showed the experience of countries in dealing with the role of the principal.

1.10 CHAPTER DIVISION

Chapter one consists of the introduction of the research topic, the problem statement, aims of the study, significance of the study, rationale and programme of the research. Chapter two deals with the Theoretical Framework. Chapters 3 to 7 cover separately each of the four sub-problems, recommends and concludes.

The question is, not whether the principal is required to lead curriculum but to what degree is he/she to focus on the process of curriculum reform and to curriculate efficiently.

For the purpose of developing this study, the chapter that follows, focuses on the literature review.

CHAPTER 2

THEORETICAL FRAMEWORK

2.1 INTRODUCTION

This chapter aims to provide a brief overview of the theoretical background that underpins the research study. To this end, the chapter will explain postmodern perspective in section 2.2, social constructionism in section 2.2.1, critical theory in section in 2.2.2, hermeneutics in section 2.2.3 followed by pragmatism in section 2.2.4 and finally, phenomenology in section 2.2.5

Badenhorst (2010:21), on the other hand, refers to this focus as a conceptual framework. She argues that a researcher needs to show which interpretations of concepts and theories he or she believes to be most valid supported by evidence. Furthermore, she says that a conceptual framework is where the writer unpacks the key concepts used in the research and identifies the relationship between the concepts. Welman, Kruger and Mitchell (2011:21) agree with Badenhorst (2010:21), that concepts are the building blocks of any theoretical model. A concept is an abstraction representing an object, a property of a certain phenomenon. Van Rensburg and Smith (2010:22) refer to this perspective as a theoretical framework which, they argue, shapes the inquiry.

I have used a theoretical framework that focuses on exploring role determinants of the principal in curriculum reform, identifying the elements that form components of the social reality and that seek to understand determinants from the perspective of the principals who interpret their world through and in social interaction (Van Rensburg & Smit, 2010:2). Of concern in this research is also the principal's interpretation of critical matters, whether they perceive other factors as having a detrimental effect on their choice, holding the tension of the opposite, power relations, rejection of national views and their ability to curriculate. It is this multiple interpretation process that is also theorised in critical pragmatism and postmodernism that makes it appropriate to my research.

What is the theoretical framework best suited to my research?

My research is based on role determinants of the principal in curriculum reform. The influences of the principal's leadership function in curriculum reform. Therefore, I had to find a school of thought that could underpin this, abiding interest in such things or forces and factors, a school of thought that will assist me to be critical of the power imposed from within and from without, a school of thought that will assist me to be progressive amidst huge barriers of bureaucracy and authority, a school of thought that will assist me to reject common traditional ideas that are bad influences to

my role as a leader in a school, for example micro-politics, bureaucratic demands, misuse of power, a school of thought that is focused on the determinants' perspective.

2.2 POSTMODERN PERSPECTIVE

The postmodern perspectives regards existing theories as having been unsuccessful in explaining social life in contemporary societies that are characterised by post industrialisation, consumerism and global communication. Those who live in postmodern societies typically pursue individual freedom and do not want the structural constraints that are imposed by social institutions. In the postmodern era, there is a call for transformation, for reflection and action, for a renewed understanding of curriculum and teaching in a postmodern society. There is a paradigm shift that involves rethinking traditional beliefs and structures that have been dominant over the past years (Slattery, 2006:27).

Postmodernism believes that schools or contemporary schooling is characterised by problems including violence, bureaucracy, political conflict, decaying infrastructure, social inequality, understanding and retention. In order to increase comprehension I explain to teachers to start with the concept and vocabulary building using the principle from simple to complex. From comprehension teachers need to plan good lessons, interesting learning experience and teachable moments to move learners from the low achiever band.

There is a need to have an assessment plan that will break large chunks of knowledge into small pieces so that it is easier for teachers to move from obstacle to complex. It is important to analyse knowledge that will be used for remedial and revision purposes. This way, situational analyses and need analyses are covered systematically using bloom taxonomy.

The other important objective to be achieved is the need to deliver in classrooms which necessitate evaluation. Here I am able to put it all together. Evaluate if objectives and outcomes have been achieved. The need to deliver in the classroom focuses on teaching being directed.

It is important to know that postmodernism tries to liberate society from fixed meanings and rigid categories, but it is invariably used to impose new ones, usually in the form of political correctness. According to Kendall (2010:23), postmodern perspective existing theories have been unsuccessful in explaining social life in contemporary societies that are characterised by post industrialisation, consumerism and global communication. Furthermore, Kendall (2010: 24), argues that those who live in postmodern societies typically pursue individual freedom and do not want the structural constraints that are imposed by social institutions.

Wertz, Charmaz, McMullen, Josselson, Anderson and McSpadden (2011:124), emphasise that the phenomenological attitude is reflective. It selectively turns from the existence of objects to the processes and meanings through which they are subjectively given. Slattery (2006:22), notes that post modernism believes that schools or temporary schooling is characterised by problems violence, bureaucracy demands, political conflict, decaying infrastructure, demoralisation, economic disparity and social inequality. Klimek, Ritzenhein and Sullivan (2008:1), maintain that postmodernism has succeeded in emphasising the importance of restoring the dignity of man as a free human being who has the responsibility of determining and managing his own situation without heteronymous interference by rational scientific laws or principles. According to Leedy and Ormrod (2010:141), phenomenology refers to a person's perception of the meaning of an event, as opposed to the event as it exists external to the person

Four theoretical positions seem to be most appropriate in enabling us to respond to the research questions of this study, namely, social constructionism, critical theory, pragmatism and phenomenology.

Harber In Lemmer & van Wyk (2010:112) describes post-modernism as something of an umbrella term bringing together a collection of ideas from variety of sources. It is important to know that there is a rejection of unity and homogeneity and celebration of plurality, difference and diversity in human experience. He further states that,

Contextual theory would stress above all the need first of all to understand the realities of the educational context and second the necessity for flexibility in finding relevant educational solutions to meet the plurality of national, local, institutional and individual needs in developing countries.

For, Klimek, Ritzenhein and Sullivan (2008), believe that post-modern has succeeded in emphasising the importance of restoring the dignity of man as a free human being who has the responsibility of determining and managing his own situation without heteronymous interference by rational, theoretical, scientific laws or principles. According to Slattery (2006:6), post-modernism means:

Postmodernism eludes definition and it is after playful. It is important to know that it is explained in words such as eclectic, meaning many styles, multiplicity and inter-disciplinary practices are encouraged. The parts and whole interact in a profound and dynamic harmony, even in apparent chaos or dysfunction. Inclusion of marginalised and silence voice and persons of various age abilities, languages and locations is demanded.

Dis(equilibrium) although uncertainty is not comfortable, a citizen based democracy is built on participation, which is the very expression of permanent discomfort.

This (dis)equilibrium and (dis)comfort can inspire social change and political action. Ambiguity and complexity are not destabilising, they are generative. Evocative postmodernism presents multiple views without silencing investigation of issues related to sexuality, violence, racism, economics, war, popular culture, death, poverty and other potentially troubling areas.

Energetic concentrations of energy, we are constantly changing and shifting. We stand not on solid ground but on shifting sands. Thus, ambiguity, uncertainty and complexity best describe the world.

Experimental process philosophy helps us to understand how to engage with an open system cosmology. This fosters a willingness to try new styles and different approaches. Influences from sensory and unconscious experiences lead to new imaginative realities. Multiple forms of representation are encouraged and supported. Alternative forms of assessment and evaluation are explored. Willingness to risk and improvise is encouraged.

From the above definitions of postmodernisms it seems evident that there is help provided to the principal in his/her to determine environmental, political, education bureaucratic factors that impede curriculum reform. Therefore, for the purposes of this study the definitions will be adopted. Carl (2009:45), further agrees with Slattery (2006), that this approach in subjective heuristic and activity-oriented. It emphasises teachers and learners and their co-operative decisions on the curriculum. Personal, dispositions, values and experiences are regarded as essential curriculum aspects. It is strongly child-centred. Aims are merely meant to provide directions and not final objectives. This would mean that principals in schools should be able and willing to challenge rigid policies by accepting postmodernism as guide and mechanism to determine what types of problems they will tackle. Problems can vary along a number of dimensions making some problems easier to work on than others. Empowerment is a valid concept in that curriculum development choice must satisfy all the individual's needs. This addresses the desire for control over one's life and the concern for vulnerable principals. From the individual's perspective, empowerment entails learning how to learn.

From the study perspective, empowerment entails reflecting an individual needs and providing opportunities to train. Higgs and Smith (2010:111), argue that with regard to the meaning of postmodernism, it means different things to different people. Roughly it is the philosophical movement that began with Jean-Francois Lyotard's "The postmodernism condition" – A report on knowledge, published in 1983. Furthermore, the authors explain that postmodernism has been

called “the rage against reason.” They assert that it is common to think of postmodernism as an anti-rational stance that concentrates on emotion, instinct, drive, sexuality, imagery and in the West, various forms of cyber nightmares.

This meaning includes aspects of the external determinants of the principal’s role in curriculum reform, which identifies the steps that principals have to follow in curriculum reform. These are usually the aspects that appear in Education Department policies. As Nkonyane (2007:13), puts it, It is my observation that many school principals fail to run their schools effectively and efficiently because they lack the philosophical foundation that serves as an anchor and a driving force behind successful management and leadership.

Postmodernism as a process is open, coexists with the individual’s working life and may even include seeking new fields to provide answers to questions. Nkonyane (2007:21), concludes that South African school principals, irrespective of their race, colours, sex or creed, are paralysed by fear.

The use of postmodernism is important for countries such as South Africa with its history of induced fear and cultural violence on leaders. Compromise should, therefore, rather be replaced by postmodernism as a guide to reality (Higgs and Smith, 2010:113).

Curriculum reform refers to our efforts to achieve a logical and meaningful interpretation of our experiences about curriculum transformation in South Africa. The situation faced by principals is similar to that one described by Nkonyane (2007:131).

Principalship is a career if one joins the career with the correct frame of mind, if one makes the correct choice and is grounded in the correct foundation, one can become the most successful principal who will manage without any fear.

Higgs and Smith (2010:123), on writing about postmodernism helping us solve everyday problems say:

...But this is where postmodernism comes in. it warns us that deserts and dark forests do not have signposts, maps, well-worn routes, rules, regulations, codes of conduct way of life. But it points out that, today, we have good reason to be deeply sceptical of rules – any rules. Queer and strange though it may be, postmodernism in some sense urges us to trust that which is older in us – our instincts.

Each principal has a set of beliefs that guides them in their social interactions that what is an accepted solution and desirable solution in one circumstance might not necessarily be so in another.

It is important to know that postmodernism reveals the process aiming to assist the principal to think coherently about the deeper realities of the problems and challenges impacting the role of the principal in curriculum reform. It aims to anchor the principal actions or mechanism in the light of the words, concepts aims of its perspective lens. For example, the principal needs to critically probe by asking in depth–information questions, face to face to clarify and identify misunderstanding. By implication this is what Higgs and Smith (2010:123) point out:

We think the answer to this question is a tentative – very tentative, perhaps – “yes” but we have to begin by realising that healing our hurts will not be a quick or easy process. It is important to know that principals who hold a postmodernist stance reveal the chaos, reflexivity, multiple levered entities of the nature of the research problem. In this study principals need to lead themselves successfully out of the fear, (Nkonyane, 2007:21), and identified the determinants of their roles by using the new instructional leadership framework model (Halveson, Grigg, Prichett & Thomas, 2007:4).

2.2.1 Social Constructionism

According to the Wikipedia, Free Encyclopedia, social constructionism is sociological theory of knowledge that considers social phenomena developing in social contexts. A social construction is a concept or practice that is the creation of constructs that are generally understood to be the by-products of countless human choices ([http://en, wikipedia.org/wiki/socialconstructionism](http://en.wikipedia.org/wiki/socialconstructionism)).

Schiro (2008:133) argues that:

Educators who promote the social reconstruction ideology view curriculum from a social perspective. Firstly, they assume that our society is unhealthy indeed, that its very survival is threatened because the traditional mechanisms developed by society to contend with social problems are incapable of doing their job. Secondly, social reconstructionists assume that something can be done to keep society from destroying itself.

Jacobs, Vakalisa and Gawe (2004:46) point out that:

This theory-sometimes is referred to as socio-constructivism - is an elected theory in which elements from various other curriculum theories are combined. Constructivism

is based on the belief that learners should be helped to construct knowledge that is meaningful and useful in their own lives.

Objectives

Constructivist teaching practices help learners to internalise and reshape, or transform new information. What is important is not so much what learners learn, but how they learn. It is for this reason that the research studies are underpinned by constructive teaching practices, to help all to internalise and reshape or transform new information.

Reconstruction theory is a useful tool to create and maintain curriculum planning as an essential social activity.

Creswell (2009:8) mentioned that social constructivist theory is seen as an approach to qualitative research. According to him, special consideration should be given to these social constructivist assumptions.

Individuals seek understanding of the world in which they live and work. Individuals develop subjective meanings of their experience – meanings directed toward certain objects or things. These meanings are varied and multiple leading the researcher to look for the complexity of views rather than narrowing meanings into a few categories or ideas.

The good thing about research is to rely as much as possible on the participants' views of the situation being studied; this study investigates the international priorities by looking at the need for better coordination.

In the present set up of the principal's roles in curriculum reform, knowledge and knowing could be transferred through a better coordination at the national level, provincial level and in some cases, international level, including the cooperation with local communities.

According to McNeil (2009:28), the following factors should be considered in order to make an impact in curriculum reform:

Social reconstructionist is interested in the relationships between curriculum and the social political and economic development of society. Optimistic social, reconstructionist are convinced that education can effect social change, citing for example literacy campaigns that have contributed to successful political revolutions. Pessimists, on the other hand doubt the ability of the curriculum to change existing social structures but want the curriculum to be a vehicle for fostering social discontent. They think learners should understand how the curriculum is used to consolidate power and to define society.

In present day communities, the principal has a large number of factors to deal with before he/she can pay special attention to social change and the community. One may say that the principal is the small cog which engages with the big one, the politician to help him carry out his work.

Radical social perspective provides the principals with a framework to understand what they are doing and enable them to use and apply their knowledge, skill and understand different situations. It is this radical social reconstructionist that develops the principal understanding and awareness of impact of bureaucratic demands and dilemmas to focus on areas regarded as important for economic and social reconstruction in South Africa as a whole.

As Woolfolk (2010:252), contends in long – term memory the information is still available even when it is not activated, in other words, even when you are not thinking about it at the moment. If spreading activation does not find the information we seek, then we might still come up with an answer through reconstruction, a cognitive tool or problem solving process that makes use of logic, cues and other knowledge to construct a reasonable answer by filling in any missing parts. Slattery (2006:230), argues that the social reconstructionists were concerned with two major premises. First, society is in need of constant freeform and changes and second, such changes must involve both structural changes in education and the use of education in reconstructing society.

Social reconstruction can help the principal to develop an understanding of forces which affect his/her ability to deal with social problems and challenges that impact his/her role as critical leader in curriculum reform. It is important for the principal to be aware of pulling forces (tension) that hinder the use of combining different perspectives.

2.2.2 Critical Theory

Using critical theory to explore the major concepts of the determinants of the principal's role in curriculum reform helps them to know how to be autonomous and to use leadership role as empowerment. Principals are sociable and make independent discussion in speaking their mind on critical issues facing their roles. Carl (2009:3), noted that forces such as freedom, empowerment, emancipation, power, suffering, conflict political declaration, oppression and inequality influence the role of the principal in curriculum reform. Carl (2009:8), defines the purpose of critical theory as:

To address and rectify a situation within which a group suffers and their lives are regulated. The process of emancipation is therefore, relevant here and it is also said by implication that there are particular oppressions, inequalities and injustices which must be rectified.

Thus, it would be important to find out whether in reality principals can navigate these complex problems or they think that every role determinant has an eternally constant effect and that they can do nothing about it. It is clear from the purpose of critical theory that the principal represents a changing process rather than a traditional static state and calls for the principal to become the active change agent and driving force responsible for empowerment through curriculum development (Carl, 2009:9).

In this study, critical theory has answered the question of what internal and external forces do. Principals face, in their daily education situation, how these forces influence the role of the principal in curriculum reform. In essence the researcher has tried to use critical theory to examine the lived experiences of principals in an effort to understand and to explore, meaning in curriculum reform systematically, indicating clearly what internal and external determinants are and the enormous tension and destabilisation that can be caused by principals discharging it and how they can overcome difficulties to serve as curriculum leaders.

According to the Creswell (2007:27), critical theory is a way of thinking about and examining culture and literature by considering the social, historical and ideological forces that affect it and make it the way it is. The term critical thinking refers to how individuals use their mind in relation to what they do. Thus, Busher (2006:152), mentions that leaders often need to prompt their colleagues to think critically about a current situation, that is, to raise awareness of and questions about it, by reflecting with colleagues what the current problems are, and what their students are encountering and what the sources of these problems are. In fact there is nothing that the principal cannot undertake in a more or less direct way for leading curriculum renewal and inspiration of teachers. In this interchange, teachers discover in all its clarity the power that the school community has in its diverse culture the cultural and dominatory message contains and replaces them with a language of possibility and empowering, often community related curriculum.

Higgs and Smith (2010:67), summarised critical theory as follows:

Critical theorists believe they can offer us a comprehensive account of society and the production of knowledge. The expression “production of knowledge” is crucial to critical theory. Critical theory claims that there is no such thing as objective truth. According to critical theorists, all truth is created by human beings. Instead, according to critical theorists, there is no such thing as “truth” there is only opposing claims by different groups of people, all of whom are seeking various forms of power. Critical theory is a deeply cynical philosophy – it invites us to ask one fundamental question who gains from this version of truth.

Critical theorists claim that all human societies are structured around certain power relationships. These relationships then dominate the production of all forms of knowledge, including our moral and narrative knowledge. Critical theorists want to see human beings free of all forms of oppression and rule. Free here does not just mean freedom from say, political oppression. In a country such as South Africa, critical theorists would point out that many black people are still oppressed by the idea that certain white cultural norms are superior to traditional African values.

In the school situation, the principals' attitudes and expectations are revealed in their understanding of the difference between centralisation and decentralisation. Thus, the principal who experiences dilemma between bureaucratic goals and community goals will be bound to take a critical stance and ask who has power of choice.

Nutbrown and Clough (2012:18), argue that the emergence of critical theory in educational research offers a third paradigm, linked with the political stance of emancipation of individuals and groups in society. Critical theorists argue that their work is transformative in that it seeks to change people and societies.

Creswell (2007:27), argues that critical theory perspectives are concerned with the constraints placed on them. Their transformation through interpretation of the meanings of social life assists principals to be aware of historical problems of alienation and social struggles. Therefore, it is important for the principal to understand utility to change society. Slattery (2006:23), contends that those committed to empowerment and liberation must reject the banking concept in problem – posing concept in its entirety and adopt instead a problem – posing concept whereby people are viewed as conscious beings in relation to the world.

In general, it means that the principal will develop a new awareness of self, a new sense of dignity and ultimately an experience of hope. Slattery (2006:237), points out that:

In critical theory, as individuals become aware of these political, economic, social and psychological dimension and as student experience the problem – posing education described by Freire (1993:159), they will be stirred by a new hope. People will no longer be willing to be mere objects responding to changes securing around them. Rather, they will be more likely to take upon themselves the struggle to change the structures of society that have until the present served only to oppress. In order for the experience of hope to inspire active participation in social change and social justice, there must be clear understanding of the meaning and implications of a liberating ideology egalitarian ideals and utopian versions.

There have been few critics who have attempted to address the concerns of principals raised by themselves.

It is important to know that the main concern is “the principal needs to believe that there is a deep, inmate, almost inexpressible you running within each one of us to find our voice in life (Nkonyane 2007:23).

It is for this reason that critical theory introduces the principals to variety of skills in order to re-examine and encourage them to respond to critical theory world. Critical theory stance challenges principals to first understand power and learn from their experiences. Through this process, critical analysis and referring, principals are helped to progressively discover the curriculum content on one to one basis, to understand learning material that liberates and empower the learner (Higgs & Smith, 2010:107). McNeil (2009:28) notes that social reconstructionists hold that all teachers are political persons who must choose either to serve whoever is in power or be opponents to those in power. “For whom and for what do we use our knowledge?” They describe conscientisation as the process by which individuals, not as recipients but as active learners, achieve a deep awareness both of the sociocultural reality that shapes their lives and of their ability to transform that reality. It means enlightening people about the obstacles that prevent them from having a clear perception of reality.

Critical theory creates situations for questions and to find solutions in these questions. Higgs and Smith (2010:67) argue that critical theory can offer us a comprehensive account of society and the product of knowledge. This theory is able to bring something new into the self-consciousness of the problem solver. During critical thinking, principals appreciate emancipatory interest, judge and criticise the effectiveness of hierarchical decision making and strategies as well as dilemmas with questions that are empowering and judging the utility of power, within the confines of critical theory self (Higgs & Smith, 2010:107).

Critical Ethnography

Cohen, Manion and Morris (2008:153) consider critical ethnography as a paradigm concerned with the exposure of oppression and inequality in society with a view to emancipating individuals and groups towards collective empowerment.

Critical Pedagogy

Cohen, Manion and Morris (2008:34) point out that critical pedagogy regards the curriculum as a form of cultural politics in which participants in curricula question things around them.

Critical Theory

Creswell (2007:22) regards critical theory as a way of thinking about and examining culture and literature by considering the social, historical, and ideological forces that affect it and make it the way it is.

Chan (2010:17), defines analysis as the detailed study or examination of something in order to understand more about it, careful examination of the object of study in order to find out what it consists of.

2.2.3 Hermeneutics

Naidu, Joubert, Mestry, Mosoge and Ngcobo (2012:19), mention that an understanding of the legal framework begins with an understanding of what is meant by the concept of law. This concept forms part of the daily life of every person in South African society as a whole. For Nkonyane (2007:84), it is better to involve yourselves in effective communication that involves listening carefully and understanding. Creswell (2007:107), argues that besides dialogue and understanding, a qualitative study may fill a void in existing literature. Furthermore, Creswell (2009:4), mentions that qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or humane problem, Carl (2009:127), proposes that an understanding of theoretical models may help all persons in the total network to improve their own planning and contribution. Naidu *et al.* (2012:1), are in argument with assertion when they maintain that understanding historical education developments in South Africa since 1994 means knowing and understanding the transformational goals of education in the country and being able to contribute effectively to transformation.

Higgs and Smith (2010:19), describe hermeneutics as the ability to make something clear, to explain something and to translate or interpret something. This includes claims that everything we want to understand is human. Some describe it as the science of understanding some as the art of interpretation and getting others to regard it as the science of communication, for example, hermeneutics have concentrated on the understanding of texts – that is, as on the written word. It is important to view hermeneutics not just about understanding the written word. In fact, we can say that whenever we deal with other human beings or things created by human beings, we are involved in hermeneutics.

2.2.4 Pragmatism

Creswell (2007:22) states that there are many forms of pragmatism. Individuals holding this worldview focuses on the outcome or the actions and situations. An idea is true if it works. Pragmatism focuses on the here and now. Truth is that which is useful to the present situation and what works in practice. The principal's role as determined by pragmatism would reject any obsolete values in life. It would concentrate on activities and skills. A positive value of pragmatism in the principal's tasks and functions is its flexibility in modifying local programmes and its insistence that theories be grounded in good practice.

Assumptions of Creswell's (2009:11) view of pragmatism:

- Pragmatists do not see the world as an absolute unity.
- Truth is what works at the time.
- The pragmatist researchers look to the what and how to research
- Pragmatists agree that research always occurs in social, historical, political and other contracts.

As a preliminary step in this process the policy commands (DoE, 1997a:6) that:

"Curriculum developers, formal service providers and teachers need to ensure that integrated, subjects and theory and practice, still takes place." Creswell (2009:10), argues that pragmatism world view arises out of actions, situations and consequences. In pragmatism the real concern is with applications, what works and solutions to problems or specially understanding the problems.

Pragmatism construes knowledge as a process in which reality is constantly changing. Learning occurs as the person engages in problem solving, which is transferable to a wide variety of subjects and situations. But the learners and their environment are constantly changing. Pragmatists reject the idea of unchanging, universal truth. To pragmatists, teaching should focus on critical thinking. Teaching is more exploratory than explanatory. The method is more important than the learner.

This is a perspective which principals as curriculum reformers use to change and explore curriculum development. According to Kelly (2009:35), the pragmatism has been founded on a view of knowledge as hypothetical and therefore, subject to constant change, modification and evolution. Such a view requires us to be hesitant about asserting the value of anybody of knowledge or its right to circulation in the curriculum. It also encourages us to accept that knowledge is to be equated rather with experience so that what it means for children to acquire knowledge is that they

should have experiences, which they can themselves use as the basis for the framing of hypotheses to explain and gain control over the environment in which they live. Creswell (2007:23), agrees with this argument by Kelly (2009) when positing that everyone has freedom of choice and the truth is what works. In practice the principals will use multiple methods, techniques and procedures to address problems. Kelly (2009:53) describes the freedom of choice that Creswell (2007:25) speaks about as: "...a corollary of this that education must be open to and accepting of difference, different, world's views and cultures. It must accept the existence and the validity of different cultures and religions but it must not seek to impose anyone of these. For to say that knowledge, concepts and understandings are public is not to say that they are universal. "

It is for this reason that principals need to know that education or curriculum is of free human beings in a free society and must be the development of powers of constant challenge, critique, dialogue and debate. The pragmatist's central purpose must be the empowerment of the individual as a member of a free collective (Kelly, 2009:54). Creswell (2009:10) provides a philosophical framework for principals to lead curriculum reform. It is important for them to use pluralistic approaches to derive knowledge about the problem and it opens the door to multiple methods, different worldviews and different assumptions to deal with problems.

The pragmatist principal is one that is encouraged to be flexible and understand the research problem. Pragmatism provides a philosophical basis for them to be tactful, co-operative, sociable and persuasive (Creswell, 2009:11).

Carl (2009:44), argues that the pragmatic approach is reactive and takes place fragmentarily. Also it is political and an eclectic process in which a large collection of concepts and principles derived from various theoretical models are utilised. Because of the eclectic nature, pragmatism is the ongoing give and take within specific interest groups and political view points and the negotiation phases and the eventual curriculum consensus. The curriculum development process is the outcome of a long and interactive process of involvement and interaction.

Higgs and Smith (2010:67), further explain that critical theory wants to free and allow people to understand truth, including scientific truth, moral truth and historical truth and should not be separate from everyday life. This way the principal as a leader, is able to name the role determinants in curriculum reform. The critical theory assists principals to challenge scientific objectivity by relating it to practice. As a curriculum reform you guard against being influenced by society and the context in which we work and this includes co-workers who think wrongly that their work is pure science. Higgs and Smith (2010:69), point out, and believes, this way:

Critical theorists believe the whole process of separating knowledge from daily, lived experience and the process of then dividing that knowledge up into the various academic disciplines is an exercise in futility and fosters ignorance and delusion—we human beings study, work and act in a certain social context.

Higgs and Smith (2010:94), assert that one of the beliefs of critical pedagogy is that schools and teaching do not educate people at all. What happens in school, say critical theorists, is that pupils learn to accept the power structures of their society. These events affect the principal's role in curriculum reform. As already explained Freire (1993:123) knew what it meant to attend school and attempt to obtain an education on an empty stomach.

The attitude and beliefs of bureaucratic authority regarding the curriculum of poorly resourced environments are likely to be the most influential aspect of determining its failure. The authority believes that learners, if given the opportunity will accept the power structures of their society, in which choice is focused on interest, capacities and just knowing constitutional values. In order to carry out all these tasks successfully, principals must accept hierarchical formulated mechanisms that are aimed at uplifting quality in education and police that these mechanisms are forcefully implemented in school by enforcing many structural stakeholders in schools.

It is important for principals to solve problems realistically. Hunskin and Ornstein (2009:5) use the main themes of pragmatism as this basis to assist principals understand that pragmatist construes knowledge as a process in which reality is constantly changing and that learning occurs as the person engages in problem solving, which is transferable to a wide variety of subjects and situations. It is for this reason that the principal understands that the learner and environment are constantly changing.

Hunskin and Ornstein (2009:36) assert that pragmatists reject the idea of unchanging, universal truths. Principals should focus on critical thinking and the teaching method is more important than the learner, what to think as we are teaching the learner is critical. Kelly (2009:45) feels that such a view requires us to be hesitant about asserting the value of any body of knowledge or its right to inclusion in the curriculum and encourages us to accept that knowledge is to be equated rather with experiences so that what it means for children to acquire knowledge is that they should have experiences which they can use to gain control of their environment. (Kelly 2009:54).

Pragmatist perspectives help the principal to understand that his situation or circumstance everywhere is a continual interactive process between bureaucratic interference in his/her role in curriculum reform. The principal faces situations made in part by the way he/she observes the

environment. It is for this reason that pragmatism helps the principal to clarify educational outcomes and by assessing critically the various programmes as these bear on the selected outcome. It also provides the principal with energy to criticise the assumptions used by political curriculum reforms the pragmatic stance helps conscious principals manage themselves better in the face of coercive power control.

2.2.5 Phenomenology

Grbich (2009:84), on the other hands defines phenomenology as:

Phenomenology is an approach which attempts to understand the hidden meanings and the essence of an experience together with how participants make sense of these. Essences are subjects that do not necessarily exist in time and space like facts do, but can be known through essential or imaginative intuition involving interaction between researcher and participants or between researcher and texts.

From the above approach it seems evident that phenomenology involves exploring in-depth, experiences or texts to clarify their essences. Therefore, for the purpose of this study to explore was adopted. According to Creswell (2007:59), phenomenology is not only a description but it is also seen as an interpretive process in which the researcher makes an interpretation of the meaning of the lived experiences. Furthermore, Creswell notes that phenomenological data analysis builds on the data from the first and second research questions, data analysis through the data, for example, interview transcription and highlight significant statements, sentences or quotes that provide an understanding of how the participants experienced the phenomenon.

Dall (2009:7), argues that a more recent resurgence of interest in phenomenology can perhaps be understood in the context of its potential contribution to re-thinking our understanding of the complex phenomena we encounter in the dynamic, and sometimes confronting world in which we find ourselves in this 21st century. The principal's perspective is based on the assumption that as a leader he has an inborn tendency to hold the tension of the opposite. This inherent tendency as well as certain political intolerance influences and shapes the role of the principal in curriculum reform adopted by the principal when attempting to design and align curriculum to the needs of local community. Furthermore, phenomenology is a way of inquiry that must be responsive to the phenomena being explored.

Welman, Kruger and Mitchell (2011:191), describe phenomenology as concerned with understanding social phenomena from the perspective of the people involved. Therefore, it is

important for the phenomenological researcher to attempt to experience these phenomena as the individuals involved must have experienced them personally. That is, they are concerned with what the participants experienced of these phenomena. It is for this reason that the researcher let the social phenomenon speak for itself. Creswell (2009:13) mentions that phenomenological research is a strategy of inquiry in which the researcher identifies the essence of human experiences about a phenomenon as described by participants. Hunskin and Ornstein (2009:138), point out that the way we look at ourselves is basic for understanding our behaviour. Our selfconcept determines what we are or do even to what extent we learn. Higgs and Smith (2010:55), describes phenomenology as follows: If we have to describe the philosophy of phenomenology, we would say that phenomenology is the philosophy that attempts to penetrate illusion in order to get at the reality underlying that illusion. One of the problems phenomenology has in making itself understood is that it does not have an explicit systematic or organized methodology. Instead, it encourages us to explore to “look again” to reflect. It asks us to concentrate on the now, the immediate which unlike the past or the future is the most real moment we are currently experiencing. In temporal forms, according to phenomenologists the most illusory and damaging way to lie is by either a nostalgic hankering offer of the past or alternatively, a constant focus on the future.

Thus it would be important for principals to explore the determinants of the role in curriculum reform and also to reflect very honestly on different situations and circumstances that hinder their role as leaders of curriculum reform. Higgs and Smith (2010:56), further note that society may indeed force principals to wear certain masks and adopt certain roles; there is a “real us” underneath these masks and roles. That is why they have to put aside all theories, prejudices and ideologies and look at what is actually happening.

Thus it, made sense to employ phenomenology in this study, since hierarchical contracts do impose certain role unconsciously on the principal. The power and logic of phenomenology assist principals to look at what constitutes determinants of the principal's role in curriculum reform. The fact that the demands of authority are subject to the approval of a majority of the community before they are enforced does not stop the principal from reflecting on the pro and con of these authority demands. On this point Higgs and Smith (2010:57) write:

Many people are tired in fact, desperately weary. They are not fine at all. Being busy all the time makes them feel virtuous in some curious way. Indeed, we believe that contemporary mainstream human beings can be more or less divided into two groups of people. The busy kind who tell how fine they feel and their opposites, those suffering intense form of depression. These people appear to be carrying some sort of terrible weight. Both groups of people, we believe, are suffering from the

inauthenticities imposed on them by contemporary social pressures. Nkonyane (2007:18), in support of Higgs and Smith believe, writes:

Another principal who requested me to keep it confidential told me of her friend who was indulging in intoxicating beverages uncontrollably because she could not cope with the problems. Furthermore, Nkonyane writes in the preface, there is an epidemic in our schooling system that is worse than the HIV/AIDS pandemic, like a ghost, it is haunting school principals in all walks of life irrespective of their race, colour, sex or creed. His look addresses fear, which besets and indeed threatens the very existence of principalship as a career.

Principals can adopt a phenomenological stance to transform the curriculum by deliberately looking at what is happening. Such reflection can pin-point the tension and suffering and can also potentially impact the behaviour that has oppressed and marginalised them as important change agents. Phenomenology can assist principals to cope with social pressures. This line of thought acknowledges that phenomenology like any philosophy cannot force people to do things they are unwilling to do (Higgs & Smith, 2010:97). But it can guide the principal to ask the right question and to acquire full knowledge of the world he/she lives in.

This chapter deals with different meaning perspectives and changes in meaning that an essential components of understanding. In my opinion, having a broad knowledge and understanding of theoretical and philosophical background helps me to confront the perspective of others. More profound changes in the approach of curriculum or the determinants are likely when principal find ways to explore their perspectives to name and expose the problems and challenges through key philosophical dimensions involve finding ways to understand and use social reconstruction, pragmatism, critical theory, postmodernism and hermeneutics.

CHAPTER 3

LITERATURE REVIEW

3.1 INTRODUCTION

The literature that has been reviewed is that of determinants of the role of the principal as a leader in curriculum reform and the literature exploring determinants or determinism may mean different things to different people in different context, those are similarities. Keely–Browne (2007:96) considers it important to know that curriculum is deeply influenced by the society we inhabit , the ideology of the powerful and by the way it is interpreted and presented by those responsible for its delivery.

Chapter 3 aims to present the literature reviews conducted on factors impacting the role of the principal in curriculum reform. The literature aimed at exploring the determinants of the principal's role in curriculum in section 3.1.3., 3.2, 3.3., 3.4.

The literature aimed at exploring the determinants of the principal's role in curriculum reform in section 3.3. Identifying the problem and challenges in section 3.4 and to describe the principals and essences of leadership in curriculum reform in section 3.5. This chapter will also provide mechanisms that can impact the role of the principal in curriculum reform. Therefore, it will briefly explain the inescapable roles of the principal in curriculum reform in section 3.7. Next, it will explain educational reforms since 1994 in section 3.8; 2.8.1; 3.8.3. Finally, it will explain the inescapable interconnectedness between the principal's leadership and reform initiatives in section 3.9.

A concise mention has also been made of the Asian experience. This overview is given in order to place the South African situation in context, especially regarding the 22 years of time lag in development. A brief mention of selected developing countries is also made to outline the purpose of continuing education. An evaluation of how the South African principal's roles have changed, and what has been the impact of these changes is made to complete this section. The last part clarifies key terminology within the body of the text, e.g. the concepts, principal is role and curriculum reformer, while priming the audience for the conceptual frame work within which this study has been conducted. A discussion of the limitations (gaps) in the existing literature and any emergent issues concludes the literature review.

Since the beginning of the reconstruction and development (ANC, 1994:50) initiative, proper determination, process evaluation and improvement of the nature of curriculum content planning, organising, important structures, implementation, evaluation and control have become necessary.

But, with the simultaneous introduction of post-modern views, there has been lack of trickle down or up effect of what the nature of curriculum content planning is and of the functions it ought to perform at each of its various stages. Many different views of planning strategies, developing integrated general teaching and learning approaches were introduced by the critical response to curriculum change and needs to be joined together to make an integrated participatory development framework (Kramer, 1999:126; Steyn & Wilkinson, 1998:203).

One of the most disappointing dynamics of curriculum change is the relative lack of carefully thought-out steps to truly counteract the general post-apartheid sense of educating and to eliminate all known deficiencies in the education system for all South Africans.

3.2. DETERMINANTS OF THE PRINCIPAL'S ROLE

In recent years, the national government has ranked education or curriculum as one of its important and first priority. Whilst the rise of centralised reform has been rapidly introduced over and above other decentralised developmental tasks, it is important to trace the many curriculum reforms that have led to the precedent to meet with principals to demand that each structure in the school plays its part. According to Steyn, Steyn, de Waal and Wolhuter (2011:2), the determinants' perspective arose from comparison of education.

As Steyn *et al.* (2011), puts it,

This perspective focuses on the influence of different factors on the nature, structure and functioning of a particular education system. Factors referred to are for example, the present composition of the education system and factors such as the politics, demography, economy and culture of the target group.

One cannot talk about factors such as the politics without the implementers of curriculum delivery, forces and demands of other determinants. Keely-Browne (2007:97) argues that policy decisions are not made in a social vacuum but they are influenced by the views that prevail at the time and the values and political stance of the government and policy make's of the period. A major concern is that principals are being asked to lead and manage curriculum reform in settings of diverse demands. For better or worse the principal in North West Education Department faces multiple choices but somewhere along the way global demands of dealing with poverty or accepting national demand to develop critical learners who are prosperous and active make curriculum reform at school level chaotic, disruptive and confusing. This selection of content material for curriculum becomes subjective in accordance with political views of the time and deprived of public views

vibrance. In pursuit of nationalist, rational, democratic and prescribed content, principals lost the particular flexibility, independent decision making and determinism. They lost the ability to reflect and discern professional knowledge and expertise.

Keely-Browne (2007:100), indicates that the curriculum is strongly influenced by curriculum philosophy. It takes the form of a liberal humanist tradition with a focus on subjects where the curriculum is seen as knowledge centred or instrumentalism which enables us to see the curriculum as having a specific product, namely, producing a skilled work force for economic and social stability. According to Keely-Browne (2007), instrumentalism views the curriculum as having a specific product, namely, producing a skilled workforce for economic and social stability and focuses on the importance of skills as required for economic stability and global competitiveness. In this view, knowledge acquisition is somewhat refined in terms of its relevance for the twenty first century. - He also remarks about personalisation of this approach is presented in reforms where the focus is on individual choice, individual pathway and progression from one stage to the next, when the individual has demonstrated competence at the first level of skill.

Personalisation means learner autonomy, learner engagement and equality and opportunity driven by curriculum reform. Curriculum is strongly influenced by curriculum practice.

Keely-Browne (2007:103), is convinced that curriculum practice is critical in the design and interpretation by those who engage with it. The practitioners work with learners ensuring coverage of learning content. The curriculum is influenced by regional context.

A Model for curriculum practice.

- i. Resources or inputs
- ii. Activities
- iii. Outputs
- iv. Outcomes
- v. Impact

Sergiovanni (1995: x), sees the following determinants as defining and illuminating the role of the principal. He mentions that the source of authority of the principal needs to be ideas – based and anchored in moral commitments. Furthermore, he says principals need to understand leadership differently, and deals with the views of the principal's job, he explains the role of the principal is the making up of tasks, functions and responsibilities. Therefore, there is a pattern of general

description of the role of the principal, curriculum development and programme development, supervision and evaluation.

In essence, what defined the role of the principal changed from administrative processes and functions to planning organising, leading and controlling? Gradually, this list of tasks and roles gave way to lists of competencies and proficiencies to map out what principals do. Meier; van Wyk and Lemmer (2007:174) concur with this by asserting that:

As the educational leader, the school principal decides how diversity will be managed in the school to which end he or she needs to understand the complexities and subtleties of providing equal opportunities as well as to be aware of learners' needs.

Sergiovanni points out competencies and proficiencies:

- Leadership behaviour

Inspire all concerned to join in accomplishing the school's mission. Apply effective human relations' skills. Encourage the leadership of others.

- Communication skills

Persuasively articulate their beliefs and effectively defend their decisions. Write clearly and concisely so that the message is understood by the intended audience.

Apply facts and data to determine priorities.

- Group processes

Involve others in setting short and long term goals.

Apply and validate principles of group dynamics and facilitation skills. Understand how to resolve difficult situations by the use of conflict resolution methods.

- Curriculum

Understand the community's values and goals and what it wants the curriculum to achieve. Set forth as a continuum, the skills and the concept the curriculum is designed to provide. Monitor the curriculum to ensure that the appropriate content and sequence are followed (Sergiovanni, 1995:5).

- Instruction

Understand and apply the principles of growth and development.

Regularly assess the teaching methods and strategies being used at the school to ensure that they are appropriate and varied.

Understand and apply validated principles of teaching and learning.

- Performance

Set high expectations for student, staff, parents and self. Appropriately match particular learning styles and particular teaching styles. Enhance student and staff strengths and remediate weaknesses.

- Evaluation

Use a variety of techniques and strategies to assess,

Student performance,

Individual teacher and staff performance;

The achievement of curriculum goals

Reeves (2009:14) argues that some school principals have a simple rule that they will introduce no new programme until they remove at least one or two existing activities, plans, units or other-time-consumers.

A principal should assess progress toward achieving goals established for students, teachers, the principalship and the involvement of parents and the community at large. Seek and encourage input from a variety of sources to improve the school's programme.

Not only do principals have a need to question these tasks, but there are a variety of situations and circumstances that will stimulate them to question themselves spontaneously about various tasks.

Molale (2007:177) supports this self-exploration and emphasises:

- Organisation

Comprehend and employ validated principles of effective management. Capitalise on the findings of research and making programme decisions.

Develop and implement equitable and effective schedules.

- Fiscal

Understand the school district budget and its specific implications for the school.

Plan, prepare justify and defend the school budget.

Manage the budget within the allocated resources.

- Political

Understand the dynamics of local, state and national politics.

Develop plans and strategies for helping to achieve appropriate financial support for education.

Involve the community's movers and shakers in the development and support of the school's programme Molale, (2007:178).

A helpful distinction regarding descriptive proficiencies and the generic lists of the roles and tasks of the principal are usually built around a single idea to understand what the source of the authority of the principal is. This is difficult to describe.

Sergiovanni (1995:6), argues that in recent years, more emphasis is being given to what principals in schools are supposed to accomplish as a way of defining the role of the principal. In so doing he believes that demands determine the role of the principal and the principal is very importantly freed from bureaucratic restrictions and constraints. In other words, few scripts for the principals to follow are provided and lists of things principals must do are to a minimum. On a somewhat larger level, the descriptive administrative studies help to prosper the debate further and make recommendations for principals to stick to priorities. Though studies of principals at work indicate that the real world of school administration is often quite different from the world described in the theoretical literature, the principal continues to face demands, constraints and choices.

Somehow, clarification of demands relates to what principals must do. These demands are determined by school specifications, legal requirements, bureaucratic rules and regulations and the array of role expectations of important others such as superintendents, school board members, teachers and parents.

Constraints also serve as a standard of what principals must do. If the principal becomes upset because of constraints, then, misunderstanding about his/her job security may arise. Constraints as determinants therefore help reveal the complex nature of defining the principal's role. In other words, reduced demands and constraints increase the principal's choice to flourish in his/her work. Nkonyane (2007:19) argues that principals are frustrated because they are not clear about where the organisation is headed or what its highest priorities are.

Thus, it is evident in more ways than one that principals are expected not only to understand the demands of leading differently but also to attend to their daily problems. Maxwell (2010a:12) concludes that most people either crash, cope or change when they are frustrated.

Sergiovanni (1995:29), maintains that most of the time principals are faced by the same demand and constraints but they tackle them differently. Effective principals understand how the world of schooling and school leadership works. This way the principals can make different choices based on theories and techniques to practise effectively. Otherwise principals can simply resign themselves to the difficult task of having to create knowledge in use as the practice.

This is because the majority of problems that principals face is ambiguous and confusing and is located in a turbulent environment where practice is largely indeterminate. When this happens, he suggests, principals rely on their own theory or “mindscape” or influence what we see, believe and do. Thus, in mindscapes, the issue involved in the determination of what knowledge is to be required are resolved by the neats, seeking to apply scientific knowledge directly to problems of professional practice and the idea of scruffies to view the principalship as influenced by the science of practical. A science that stems from theories, a practice that provides principals with practical as well as theoretical mindscape from which to work one is what is needed.

McNeil (2009:258) states that the role of the principal curriculum making is not settled. Decentralisation made principals more responsible to their communities, yet held accountable to system wide goals and standards. Under decentralisation, the principal has to tailor local school interest and activities to the system’s goals. The principal appears to be losing control over the curriculum to the centralising forces of state.

Brock and Grady (2012:37) state that the work of a principal can consume every waking moment. Principals can become so preoccupied with their work that it overshadows every other facet of their life. Some principals are silent sufferers who cannot mentally leave their work, their personal lives are consumed by work related thoughts and worries. Successful principals are able to put their work into perspective.

Feinstein and Kiner (2011:130) state that school principals have always provided faculty supervision and evaluation, but now the supervision process frequently extends to curriculum specialists, teacher peer coaches.

3.2.1 The accountability of the head teacher

Some positive contributions of the chapter are: the emphasis on multiple accountabilities, the priority repeatedly accorded to political and contractual accountable as employees; through a system of school governance, to governors and/or to public officers of political authorities. Turnbull

(2012: 77) states that the principal needs to bring about real change, change that has the capacity to meet the complex learning needs of the twenty-first century.

Leithwood and Beatty (2008:58) state that changing policies often place principals in the middle with pressure to continue to feature the moral purpose of doing what's best for kids while honouring their professional obligation to the governing body that is changing the policy. This regularly places them at odds with parents, teachers and their own consciences.

Woolfolk (2010:334), mentions that the dilemmas and tensions found in school sectors. Choosing the right response involves knowing the situation. Without conceptual framework, complexity is replaced by simplicity and difficult conflicts of interest replaced clear rational decision making. As a result, the concept dilemma becomes an important key to understanding and in encapsulating many of the difficult and messy experiential aspects of school leadership. The head teachers are suffering to keep their emotions intact, because of frustrating demands and emerging complex situations. This point is also emphasised further by Woolfolk (2010:335) who clarifies the character of dilemmas for teachers as follows:

Conceptual dilemmas include grasping the underpinnings of cognitive and social constructivism and reconciling current beliefs about pedagogy with the beliefs necessary to support a constructivist learning environment.

Cultural dilemmas become conscious of the culture of your classroom such as questioning the assumptions about what kinds of activities should be valued as well as taking advantage of experience, discourse patterns and local knowledge of students with varied cultural background.

Pedagogical dilemmas include honouring students' attempts to think for themselves while remaining faithfully to accepted disciplinary ideas, developing deeper knowledge of subject matter; mastering the art of facilitation, managing new kinds of discourse and collaborative work in the classroom.

Political dilemmas include confronting issues of accountability with various stakeholders in the school community; negotiating with key others and the authority and support to teach for understanding.

It is necessary to go further and understand how others have conceptualised the dilemmas faced by head teachers. Murphy (2007:5), discovered a range of tensions at the heart of leadership practice. These tensions are categories as follows:

1. Good of the community v/s rights of the individual

2. Loyalty v/s honesty
3. Service v/s economic rationalism
4. Status quo v/s development
5. Long term v/s short term
6. Core (individual) v/s rules (consistency)
7. Volumes articulated v/s practice (what is done?)

There are questions about what should be done to assist the principal in a complex situation. The dilemmas, tension, conflict and demands are strictly theoretical knowledge about action for it answers complex questions about what the head teachers have done in their effort to solve the practical demands of leadership. Also to be able to distinguish dilemmas from problems conceptually—problems can be solved, dilemmas cannot be solved ,. Sterrett (2011:131) states that overcoming challenges, the role of the school leader is not simply to give a high five to a student who beat the odds and passed. It is also to cope with staff turnover and deal with legal issues.

He concentrates specifically on the role of the emotions and wisdom in addressing some of the difficult situations faced by head teachers, especially personal stress and consequent disillusionment with the job of the principal. More and more principals acquire emotional wisdom by playing a role in the situation. In time therefore head teachers are encouraged to know other's feelings, emotions and passions.

Practically, every country in the developed world today faces the challenge of defining what determines the role of the principal and examining the problems that head teachers face in their day-to-day work routine. Wolhuter (2011:224) posits that "education is not a panacea to resolve all societal dilemmas."

Osborn and Tollefson (2008:176) state that if authority is the engine, vision is the destination. If there are members of a classroom, school, district, who have no interest in the leader's pronounced destination, the trip will be a pointless waste of time for them at best. At worst it will be a hijacking of their time, their work and their interest by teachers who are more interested in imposing an agenda than engaging, their people in its creation.

One thing the principal can do is to lay a foundation of ethical principles to use in decision making and understanding the situation. He argues that it is not so simple as to just pick ethical principles to fit situations and circumstances. Principals need to build social knowledge and to develop good relationships in an atmosphere which builds trust in the intentions and competence of others. There

are people you can enlist to check your own perception of the situation. Peterson and Deal (2009:254) state that other schools are toxic environments in which people take glee in resisting improvements and sabotaging change. The real challenge for most principals is how to go about change from the bottom up rather than simply following dictates imposed from the top.

The next requirement is a willingness to learn, to develop good relationship in an atmosphere which builds trust, character, integrity, trustworthy behaviour, wisdom, honesty, good intentions, willingness to step into the unknown, as Nkonyane (2007:89) puts it,

“The principal is a human being who can think creatively and plan his/her work in such a way that problems are seen as challenges that can be solved.”

Brock and Grady (2012: 124) state that principals need to be educational visionaries, instructional and curriculum leaders, assessment experts disciplinarians, community builders. That means that the principal must be able to negotiate whether he/she is in government or the independent sector. Leithwood and Beatty (2008:45) state that teachers beliefs about their abilities can make a world of difference to their actual effectiveness. Efficacy expectations are a major deterrent of people's choice of activities how much effort they will expend and how long they will sustain effort in dealing with stressful situations.

Davies (2011:16) states that there is a profound difference between management and leadership and both are important. To manage means to bring about, to accomplish to have charge of or responsibility for, to conduct.

Briggs, Coleman and Morrison (2012:214) mention that research was done to investigate how and why some leaders were included and excluded from organisational influence. It sought responses to challenging questions about individual and collective leadership identity and were also embedded in equality and social justice agendas. According to this notion, the study can serve to encourage readers to reflect on their own experience and enable them to derive new insights, understanding and meanings. Furthermore, the study has the capacity to illuminate the reader's understanding of the role that is required of independent school principals in the process of enterprise bargaining.

Elaborating on new perspectives relating to the nature of the leadership of school principals within changing educational environments as a whole, the researcher used qualitative methods of collecting data. Semi-structured interviews were conducted within a period of three months. Ten in-depth interviews were conducted. The second major data gathering technique was document analysis. The data was coded and analysed using the methods of grounded theory.

Leithwood and Beatty (2008:58) state that it is important that principals perceive themselves to be instructional leaders who always seek creative ways to improve instructional and listen to teachers. They should provide creative and empowering principal leadership.

He argues that, with regard to the principal as an opportunist as well as reassurer, he must be able to envisage the advantages and arrangements for the school. These organisational changes implied a shift away from the traditional principal's leadership. The principal construed the emerging alternatives to the centralised agreement known as the award as providing an opportunity for the school. His reassuring role underpinned his efforts to convince the school community of the value of undertaking enterprise bargaining. This includes using networking of communication to promote the reassurance of other parties. In a sense, the principal's reassuring capacity complemented his opportunism.

3.2.2 A Researcher as well as an information provider

Clarke (2000:65), also mentions that the principal was involved in research about industrial matters, that this role was fundamental to his preparation for the negotiations. However, it was important that the principal enhanced his understandings of an industrial relations environment which was in a state of flux, and take control of the process by engaging in research. This research was a crucial element of the first stage of the process. This, in turn, assisted his understanding of the issues and ultimately helped to improve successful goals. He further maintains that the information providing role of the principal served to heighten the understanding of the other parties about changes to industrial relations practice and facilitated their capacity to make decisions.

Luo and Najjar (2007:1) study on the Chinese principal's leadership capacities indicated that the principal is the most important leader in the school. They found that the principal's leadership is a multi-faceted and complex phenomenon and an important element in school functioning. The role of the principal influences and supports the school setting by unifying, designing and implementing improvement plans. Sometimes the principal may respond by providing a learning environment consisting of collaboration and seeking partnership with community stakeholders. It is important to know that research on the Chinese principal's leadership capacities focuses on teachers' perception of their principal's roles and identifying different complexities through the interaction of the principal with society. In attempting to understand the role of the Chinese principal, the researchers define an effective principal as the key to success in creating a vibrant and an innovative environment and in achieving teaching and learning excellence.

This approach to understand the principal's leadership role suggests that school leadership is a process of social influence whereby the principal as the leader induces teachers as followers to apply their energies and resources towards a collective objective. They point out that, in order to sketch a clear picture of what makes a principal operate in a specific way, it is essential to focus on teachers' perceptions of their principals which indicate the basis upon which to evaluate their principals' credibility about their leadership abilities and quality. Moreover, understanding how teachers perceive their principals' leadership is also important in gaining knowledge about school leader's real world practices. In addition to this thinking, they reported that extensive research has been conducted on the principals' leadership in the past three decades in Western countries.

The result of the research also reveals that the principals' external leadership capacities were much higher than the international leadership capacities. This means, principals in China emphasised collaborative partnership, moral perspective and large-context politics. The politicisation of education still controls the principals' leadership philosophy and practices. Feinstein and Kiner (2011:130) state that the dramatic change in school operations calls for a new model of leadership based on individual strengths, collegial, planning and the use of distributive leadership in which supervision responsibilities are shared

Dana and Diane Yendol-Hoppey (2009:13) state that professional learning communities serve to connect and network groups of professionals to do just what their name entails – learn from practice, focus on deliberate conversation and dialogue by teachers about student work and student learning.

Chi-kin Lee and Dimmock (1999: 455), aim to analyse curriculum decision making in two academic and effective secondary schools in Hong Kong. They employed qualitative methods to capture the contributions made by various personnel and in particular the principals, to curriculum leadership and management. According to Chi-Kin Lee and Dimmock (1999:455), there is a need for qualitative studies conducted in the local setting. The approach provides a holistic method for exposing and interpreting the life experience of curriculum management from the perspective of the participants. According to the authors, initiatives to restructure school systems throughout the western world have focused on their organisational, administrative and governmental, configurations. For the authors, curriculum leadership focuses on goal setting, planning, monitoring, reviewing and developing the staff of the school including culture.

The linkage between curriculum and management is recognised by tight-loose, direct - indirect, formal – informal principles. In this article the role of the principals as curriculum leaders provides strong curriculum leadership, resources, instructional resources, communicators and gives a visible

presence of the principal (Chi-Kin Lee and Dimmock, 1999:456). Furthermore, the principal's curriculum leadership helps to define mission, managing curriculum and instruction, supervising teaching, monitoring student progress and promoting the instructional climate.

3.3 THE CHALLENGES OF CONTEMPORARY SCHOOL LEADERSHIP

Craft (2005:1), explains that creativity in school allows the leader to understand tensions and dilemmas. Craft goes on to describe the implications of tensions and dilemmas faced by schools in applying creativity in learning. The author argues that one dimension of curriculum and creativity is the possible tension between the assistance of a curriculum with a great deal of content and the encouragement of pupil and teacher creativity. The author mentions that dilemmas of principle include the following problems:

- Dilemmas of principle include the following problems:

If creativity is culturally specific, then how appropriate is it to encourage it within education? Stimulating creativity involves encouraging learners to adopt a way of life that presents itself as universal when it is not; and the positive associations with creativity mask some possibly questionable values.

3.3.1 Practical dilemmas

The curriculum: How can the curriculum be both conceptualised and organised to stimulate creativity? A curriculum which is fixed, compulsory, which involves a great deal of propositional knowledge, and which takes up a great deal of learning time, may pose challenges to stimulating creativity—possibly more so than a curriculum which is more flexible.

Professional artistry within a centralised pedagogy: The centralising not only of curriculum, but also of pedagogy, notably in literacy and numeracy, can be seen as restricting potential teacher creativity, at least in some parts of the curriculum and in some phases. So how does a teacher balance professional creativity and judgement against the requirements to teach in certain ways?

If this is the case, principals need to know how to guide schools through these dilemmas and tension so that schools remain effective centres of excellence. This perspective is shared by Craft (2005:3):

It is to be expected that in the principal's role in understanding provides opportunity to deal with challenges of knowledge and curriculum context and creativity.

Craft further argues that curriculum, by contrast, can be seen as the way in which domains of knowledge are made available in a learning environment; in some ways, therefore, it is the 'what' of learning. Clearly, there are different levels of curriculum from the formal, explicit, curriculum statement through which implicit messages can be detected, about what is valued. Equally, the informal curriculum, which may have no codified curriculum statement, is a key part of any learning environment. Thus, the ways in which adults interact with children and with other adults would form part of the informal curriculum, and could have an effect on children's learning and yet may not be codified officially. We might be tempted to assume that curriculum and knowledge are the same thing, but they are clearly not, as the curriculum involves selection of certain topics for inclusion while others are excluded. A significant aspect of the curriculum is how it is made available to children. The teacher, team and school have an influence, in different ways, on what is included and how, within a wider framework of statutory or non-statutory guidance. And clearly, the selection and organisation of knowledge is underpinned by values and beliefs about how children learn.

Many principals would empathise with the above description as reflecting their reality. The specific challenge of the role of the principal has been summed up.

Those arising from the relationship among knowledge, the curriculum and creativity; those arising from the notion of professional artistry in the context of a technicised model of teaching and those dilemmas which arise from the distinction between teaching for creativity, creative teaching and creative learning.

Psencik (2009:2), indicates that one of the major obstacles to closing the knowing–doing gap is teachers and school leaders' belief that the solutions to ensuring the success of every child is somewhere outside the school.

Although there seems to be no place in the world which has a curriculum for principals to learn and to be certificated, Atton and Fidler (2004:163) indicate that learning about the role of headship and its contemporary demands needs not be uncoordinated expectations. It is essential to note that, as perceived by Atton and Fidler (2004:163), many heads who think themselves, to be highly consultative and good at delegating are surprised and disappointed to find that their colleagues perceive them to be more autocratic and coercive.

Therefore, principals must involve themselves in changing this attitude and beliefs. Unfortunately, principals are in a dilemma. As stated earlier, they are faced with understanding the internal

demands. These authors mention stress and tensions – as governors, school and head (Murphy and Meyers, 2008:91). Leading curriculum and managing school succinctly requires a certain amount of relationship with governors and staff. Atton and Fidler (2004:21), argue that coping strategies to avoid stress are revealed in three types, namely, direct –involve yourself in work, deal directly with the stressful events and re-interpret the event in a more positive light, diversionary-take exercise, pursue outside interests, withdrawal –do nothing and avoid stressful situations.

Contribution of Education Department.

The contribution of Education Department to the principal's role is always stressful situation, Marishane and Botha (2011:16), note that decentralisation policy objectives pursued by government are not well understood by the principal or government structures. In fact, districts contradict the DoE (2005:3b), which emphasises that principals move from management to leadership. So, different roles and expectations tend to fragment whatever vision the principal may be attempting to shape in the school (Marishane and Botha, 2011:92). Schiro (2008:31), sees this, as the complex power structure inside and outside the schools that influences them. What must be stressed here is that these direct consequences of the absolutist, teachers must teach, learners must learn and managers must manage, forgetting the change brought by (DoE, 2005:3b).

Mechanisms and strategies

In this regard Coles and Southworth (2009:65) indicate that:

The ability to collect, analyse and apply relevant information in a rapid manner to understand complex learning environment, respond to changing problematic conditions, address a wider variety of student needs and inequities and sustain school improvement has become more important than strict adherence to policy manuals.

In keeping with the complexities, Campbell and Campbell (2009:24), suggest coping strategies such as getting organised graphically, flow charts, brain storming and speaking categorically. For Aers and Inglis (2008:190),

Everyone must learn the technique which builds on the learning and the inventions achieved by previous generations. That is one main function of schools.

From this concise discussion of creating mechanisms, it should be clear that the principals should not classify strategies and mechanisms separately. These relatively assist principals to solve multi – problems.

Hewitt (2008:149), maintains that principals should develop coping strategies, self – supporting strategies and reflect on learning strategies. Odden and Archibald (2009:53) express the need for creating a new educational strategies that can focus on individual and small group tutoring for struggling students. Keeping these in mind, Moore (2009:141), provides the best mechanisms as using direct teaching methods, using indirect teaching methods, using integrated teaching methods, teaching effective thinking strategies.

There are no single, universally accepted mechanisms that can clarify all the principal problems or challenges. The principal needs to use creative thinking (Moore, 2009:225). Milstein and Henry (2008:25) assert that:

“Without strong communities’ orientation, a problematic cycle of events can easily be created.”

3.3.2 Events impacting the principal’s role as a leader in curriculum reform.

Implementing in an integrated way all events in the school calendar is complex. The main challenge is to focus the purpose of the event as being the answer to social cohesion. The other problem is to be able to derive from the event, lessons that create situations from which learners and teachers can develop the specific event knowledge and skills. Implementing cultural events is both an art and a science. The art lies in knowing how to compact risks involved in all these events. Silvers (2008:70) describes the role and scope of events including being aware of the legal responsibilities and compliance management. For Silvers, this is crucial because he believe that before people plan an event they must be made aware of the risk involved. The people involved in event management must always make sure that they do not lose the context of the event. Raj, Walters and Rashid (2009:10) reveal the major events as musical events, science expo events, cultural events, political events and sports events.

Furthermore, the writers maintain that the modern events vary enormously in terms of their scale. The maintenance and development of community is based on these events with regard to cultural events. Here, the national goals try to unite people through celebration of own culture. From the above events it seems evident that there is consensus about using these events for nation building and social cohesion. Therefore, the purpose of each event can focus on national priorities. This would mean that principals in schools should be able and willing to accept the challenge to shape and provide resources for the school community especially when events are overlapping. Principals are expected to be experts in all these events to motivate people so that there can be true harmony and freedom if all get involved.

Principals of schools need to select relevant skills, purposeful learning activities and valid evaluation techniques to guide the school community to achieve optimally in every event. Atcheson and Beal (2004:21) argue that South African dance often combines disciplines from many different dance forms. Furthermore, the authors says that South Africa is truly a dancing country. A close look at the National Teaching Awards shows that each principal should be actively involved in the project. Thus, in an understandable way, with principal guidance, teachers may learn that from the event, the sequences of activities are, creatively engaging learners with the curriculum in order to enhance their learning experience, contributing to the personal development of learners by communicating effectively with them about their performance and progress, adapting learning and teaching strategies to meet the needs of individual learners effectively (DBE, 2011:6).

Today, principals are faced with a bewildering array of national, provincial, district and circuit events which all demand attention as varied in their levels of risk management as in their effectiveness. Principals throughout the North West Province have recognised the fact that educational events provide the single most difficult situations. Unlike commemorative dates:

- 21st March – Human Rights Day
- 27th April – Freedom Day
- 16th June – Youth Day
- 24th September – Heritage Day

As with most celebrations, commemorative dates have their own particular disadvantages and the dilemma is whether these should be popular activities or be treated as the same lesson that can be repeated next year. Another dilemma is whether these days should be celebrated as district or provincial events. Learners' interaction is on a very limited level. Recent developments in curriculum review and the linking of commemorative dates with indigenous knowledge cause another dilemma for principals (DoE, 2002:22).

Each celebration needs to be interesting, purposeful and possess meaning for the principal and the school community on individual basis (The teacher, 2011:21).

Another problem, related to the events is the curriculum revision and implementation as each new minister is appointed to lead the education system. It is argued that these events are necessary to strengthening curriculum implementation. The principal with little flexibility would hardly be able to cope with such development. There seems to be a need for more practical transfer of simple knowledge, positive attitude and skills between these curriculum reforms and the school

community. According to DBE (2011:3): “Your curriculum change processes have been extensive and widely consultative. We have worked with teachers and many people in the educational community to ensure that the curriculum and assessment policy statements are up to standard.”

From the above mentioned perspective, the principal's role comprises three dimensions of instructional leadership activity, defining the event purpose, managing the event and promoting event contents (DBE, 2011:14). Despite the constraints imposed by the events to close the achievement gap, the school-based initiative to strengthening curriculum implementation will achieve more than the top-down initiative.

Yeoman, Robertson, Ali knight and Drummond (2004:15) point out that the chief purpose of managing events is to balance and to order activities according to the nature and purpose of the event. For them cultural events and festivals need decision making, evaluating, implementation and planning. The principal must make sure that the content of each event is relevant to learning experience.

3.3.2.1 Attitude impacting the principal's role in curriculum reform

Marshall (2009:1) thinks (laden issues) principals are confronted by fundamentalist attitude, objectivist attitude, provisionalist attitude and relativist attitude (Bottery, 2004:123). At the same time, it is also capable of bringing out the worst of us, in tension, disagreement, conflict and fear. Kenton and Penn (2009:2); Silvers (2008:4), also agrees that there are signs of political attitude and nationalist attitude that act as barriers and constraining instructional leadership. Marishane and Botha (2011:87) equally believe that the power structure inside and outside the schools influences principals. Schiro's (2008:31), bureaucratic belief is that, in the midst of all the upheaval in public education, principals are expected to carry out their duties and fulfil multiple roles, both new and traditional—and do all of them well. Gorton and Alston (2009:183), Maxwell (2010a:96), see the possibility of connecting the principle that increases your influence in every situation within each principle or belief. Beliefs in critical perspective (Schiro, 2008:89), postmodernist perspective (Kendall, 2010:23) and pragmatist perspective. The majority policies are top-down construction of knowledge and the principal seem to be confronted by different views. Policy goals are in conflict with each other and curriculum adaptation in such circumstances is problematic.

Collarbone and West-Burnham (2008:97) provide a picture of the changing contents of educational leadership, emphasising understanding of the nature and purpose of leadership in England.

For a decade or so, generations of educational leadership have been understood in terms of institutional leadership responsibility for the success and effectiveness for a specific school or college. The effective principal was the one who was able to implement national and local education authority policies at school level. This model of effective principal is being challenged by the extent of the change in thinking. A range of policies have been introduced and are:

- The child Act
- School improvement partners
- Extended services
- Every child matters
- Clusters and federations of school
- Building school for the future

There is significant change in the understanding of the nature and purpose of educational leadership in England. The aim of school leadership was: 'Responsibility for the success and effectiveness of a specific school or college.'

A primary component of effective leadership was defined as the implementation of national and local education authority policies at school level. The contents are changing. A range of forces is now challenging that model. The extent of the change in thinking is perhaps best exemplified by the recent change,

"In the title from the Department of Education (DoE) and Skills to the Department for Children, School and Families". These are also found in policies; strategies and initiatives. Because of these innovative changes in transformation and the implications for existing models of schools leadership, there are elements pointing to a fundamental reconceptualising of school leadership.

Clarke (2007:1), emphasises that the above views are written for principals to understand their day-to-day working lives. He endeavours to answer why the leadership role is working well in one district, but not in others. In fact, as early as in the first chapter it is clear that his ideas about leadership and management are heavily influenced by the school effectiveness literature. Leadership is about direction and purpose. It is also about looking outward and to the future. The principal's role as a manager requires him/her to know what management stands for. He also points out that management is about efficiency and effectiveness. Principals need to be skilled in

strong leadership and management. They must also understand that circumstances determine whether a given situation requires more leadership or better management.

In the process of shaping the principal, the role of the principal will be directing people and implementing task-oriented activities. Directing good teaching is not the sole responsibility of the principal. An understanding of people management strategies will contribute much to effective and improved school. He discusses various dimensions of people. Motivation is one of the pillars that will assist the principal to understand people in general and added to that, is good knowledge of Maslow's five needs (Clarke, 2007:39).

These structures are known as performance structures and provide multi-skills and influence the principal's work. In understanding the running of the school, the principal as a learner needs support and to be aware of a number of different advanced quality management practices (Hewitt, 2008:149). The core objective of Clarke, is to ensure that the principal is able to deal with each team. Clarke (2007:64) is of the view that: "School should be a happy place: they should be places where children feel welcome, where they feel secure, where they feel that there are people who care about their well-being as individuals, and where they feel they can thrive and grow physically, intellectually and emotionally.

The principal needs to make sure that these teams feel safe. Furthermore, Clarke (2007:204) expresses that: "The principal and senior management team needs to set the tone by ensuring that there are appropriate systems of discipline in place, and that they themselves are punctual, meet deadlines, and are committed to protecting teaching time."

Every principal must engage in professional development in one form or another in order to credibly improve learner achievement. If we accept that the principal's purpose of appraisal is to improve the quality of student learning, then the principal needs to think critically about how to create a good learning environment for all. The principal is expected to be creative, innovative and should learn how to lead both staff and parents for all to benefit in the school.

He argues that the principal needs to know how to interact with governors, departmental officials, politicians and the press. Significant interaction refers to closeness between the principal and governing body. The principal's knowledge of running the school must be transferred to all stakeholders by means of curriculum planning. These stakeholders are called to cooperate and to make learner achievement a possibility. As Clarke (2007:203) puts it, Good teaching and good learning is a school's bottom line. It is what schooling is about and is the core function of a school.

The role of the principal is to ensure that good teaching does occur. He/she also plans on how it will take place. Furthermore, he argues that principals must make good teaching and good learning a high priority. In this way, the principal is able to monitor and report on academic performance. Additionally, he provides a description of curriculum planning. Clarke (2007:228) asserts that:

There is no substitute for good learning: the best way to prepare for a successful .school year is to plan it that way. Planning needs to start well before the start of the year and ideally all staff need to be issued with a programme for the year before they return to school at the start of the school year.

The principal needs to create opportunity for teachers by providing them with events programme and an operational model of the teaching programme. He emphasises that the principal also needs to check the latest curriculum policy documents to ensure that the instructional time allocated to the various curriculum components broadly meets policy prescription. He argues that strategic planning should be used as a form of renewal, to focus and re-energise the school, confirming the need to remain true to its chosen goals and established direction. However, he believes that change management can, in some ways, be seen as part and parcel of strategic planning, partly because the implementation of any strategic plan inheritably brings about change.

Curriculum renewal in South Africa since 1994 has been characterised by an attempt to clarify, to purpose and to unite the various views of curriculum specialists as well as their interests of curriculum and to negotiate their terms of involvement in structures which develop educational policy and curricula. There has also been the sharing of expertise by specialists with one another on the best way of determining the nature, scope and extent of curriculum change. Although varied, such approaches have so far been identified (Jacobs, Vakalisa and Gawe, 2004:350; Carl, 2009:24-40) but no single approach has yet been accepted as the best way to plan, (content), organise, implement, control and evaluate curriculum change and renewal. Moreover, Hoadley and Jansen (2002:47), were not prepared to identify a single control curriculum model in the curriculum field which can solve educating for tolerance through challenging all kinds of real prejudice, particularly those that arise along lines of power struggle within the structures of curriculum development outside academic institutions. Their writing on curriculum change does, however, reflect a certain distinctive pattern which is teacher (content) planning and serving a particular university community.

On the basis of systematic analysis of what curriculum (content) planning is, their pattern attempts to make suggestions for the renewal of the nature of curriculum scope and the extent of what South African future teachers need to know to be able to develop for pursuing a common citizenship.

However, Brandt (2010:153), reflects on three curriculum (content) issues which they regard as useful to curriculum renewal. There are, according to Brandt (2010:157), three curriculum (content) planning issues that teachers can organise in curriculum renewal.

The first is Tyler's technical approach. The second curriculum content planning is Stenhouse's (1984, in Lemmer and Van Wyk (2010:157) process approach and Freirer's (1993:58) critical approach. These three curriculum (content) planning, organisation, implementation, control and evaluation, form the crucial developmental moments in the curriculum renewal process. Therefore organisation of curriculum change gives an accurate redefining of this real life situation as understood by academics worldwide.

Tyler's technical approach

The static perspective is important in that it can begin to form the context within which the reconstruction of static knowledge should be waged. The weakness of reconstruction and development campaigns so far has been that they have been waged in isolation to this wider context. In North West in particular, there is a way that an intensive curriculum renewal can be successfully waged outside of a campaign to dismantle the homeland PUEP programme that was practised fifteen years before 1994. Within this programme there was restricting of schooling into early learning centres, primary schools, Secondary Schools and secondary schools. Curriculum organisation was compartmentalised in these levels, so Tyler's approach formed a focus for each level. As a preliminary process in this reconstruction and development, teachers in foundation phase implemented the new approach while the intermediate phase continued to use and to phase out the objective model (Brandt, 2010:153).

The ordering of educational priorities within this complex development was fraught with difficulties. There was a clear fragmentation of curriculum organisation and control. A comparative study of both the objective and the process model reveals that, the teacher's picture of curriculum change differs remarkably from Black teachers, Coloured and White teachers - for that reason, these authors differentiate between static knowledge and evolutionary knowledge. They refer to the objective model as traditional and to the process-oriented as modern critical approaches. These curriculum specialists show that there is still a great deal of work to be done in understanding how to achieve a smooth paradigm shift to progressive developmental planning.

According to Brandt (2010:155), the process model emerged as a significant contributor to the evaluation and control of curriculum renewal. They say, when an attempt is made to reform

curriculum, the objective model of curriculum should form the point of departure as contexts from which full participants can be nurtured.

The process model

The process model theory tends to be radical in that it reflects different beliefs about the curriculum and behaviour of teachers and learners within the reconstruction and development contexts (ANC, 1994:5). One should never forget that the process regarding education purpose is to promote human development, encouraging involvement in worthwhile active learning by teachers and learners, that the process of development and growth must continuously be brought up to standard combined and re-interpreted (Brandt, 2010:158). This is especially clear when Reconstruction and Development (ANC, 1994:10) and the country's vision are compared. The actualisation of the new educational theory is best revealed in the plan, purpose, principles and the knowledge it comprises. The major results of the process model are that development can move from a receipt to creativity problem solving.

The curriculum (content) planning, organisation, implementation, control and evaluation, promote adhering to certain clearly articulated principles of procedure and practice. Critical success factors were identified by Brandt (2010:159) and the expectation of teachers and learners had to be drastically renewed. One form different from the conventional content planning, organisation, implementation, control and evaluation was that types of renewal came in many forms, intended to sense a basis for principles guiding curriculum design. Social education treats knowledge as problematic, tentative and many faceted. Both teacher and learner must treat knowledge as uncertain, flexible, and complex.

The control of knowledge is validated within the learning process, is always under the evaluation of learners and there may never be a solution in any conventional sense like in the objective model. Unless teachers adopt a creative position and have the courage to redirect the problem posing approach, their learning will move in circles and become fragile and they will always remain dependent on the objective approach. Integration is one principle offered by Brandt (2010:155) to further curriculum development. It is vital for the success of curriculum evaluation that the learner is seen as an active person with innate potential and knowledge, skills and values are focused on development of children's intellectual capabilities, needs and promotion of greater autonomy. The structure of knowledge used to reflect content exemplifies the most pertinent principles and procedures. Focus shifted from knowledge content to the child's level of cognitive functioning.

Curriculum evaluation is totally not examination-oriented but there is emphasis on self-assessment. The Freirer (1993:158) model provides the teacher with continuity and persuasion.

The Freirer (1993:158) Model

Although no country can learn exactly what another country has implemented in curriculum, the fact remains that the Freirer (1993:160) approach has been drawn into carrying curriculum organisation beyond our imagination. For this reason, Brandt (2010:159) suggests that South Africa can learn and benefit from the experience of Brazil. Brazil, for instance, follows a pattern of child-centred learning programme. The stress is on the importance of children as contributors (Freire and Shor, 1987:7). The principles of holistic curriculum development are a follow-up of the process model and reintegration of such principle in the ranks of society. According to Brandt (2010:157), the Freirer (193:158) model can make the following contribution:

- The teacher can use the model to rectify misinterpretation of the process model and behaviours in action during engagement.
- The teacher can also identify politically determined reactions which on the average would make majority of teachers to be abnormal.

The majority of teachers are members of the labour movement entering the second decade of freedom, which in many ways is very different from the labour movement they were promised as total liberation and marked social improvement. For over twelve years, teachers tended to see themselves as belonging to a revolutionary movement characterised by unity to create a better life for all.

Teachers' involvement in community affairs give them an understanding of the Freirer (1993:158) model's value system and abilities and interpersonal patterns. From the main functions of the process model outline above, it is evident that some aspects of curriculum (content) planning, organisation, implementation, control and evaluation overlap with that of the Freirer (1993:158) model. The teacher is best placed as a coordinator and facilitator in the interconnectedness between the Stenhouse process model and the Freirer (1993:158) model (Brandt, 2010:160). Firstly, the teacher knows the learner as an individual and they contribute an important link between the communities.

Secondly, the teachers' knowledge of the wider range of curriculum delivery will ensure that learners are made aware of their right to basic information and resources that are available. For this

reason, Brandt (2010:160), urges South Africans to learn from other countries, to adopt, modify and adapt the experience of other countries in changing the curriculum.

A striking feature is the vast disparity between curriculum specialists on initiating curriculum change. Every effort should be made to accelerate the training of the majority of teachers in curriculum theory and curriculum practice, even if for a certain time only. Carl (2009:10) argues that teachers will become more effective, efficient and self-reliant if they are allowed more scope, control for their own initiative, if they are given more back-up through curriculum development. The point can be argued that curriculum renewal is placed in the hands of teachers (Brandt, 2010:161).

Carl (2009:1), emphasises empowerment as very important to teachers' success. His book could be described as one in which a variety of matters relevant to curriculum reform are discussed. Carl does identify as the heart of the problem teachers' need to take part as active appliers and implementers. He regards teachers' active participation inside and outside the classroom as an answer to curriculum content planning and organisation. He discusses that various manifestations of empowerment is the development of greater professionalisation which goes with the granting of more authority, status and individual growth, teamwork and the acknowledgement of the work by colleagues as part of empowerment are clearly to be defined by those who are already in positions of authority within the school system. A very strong emphasis is placed on freedom and emancipation in that the process during which a person has the right to design curricula and child studies is accentuated. Emancipation and individualism are strongly accentuated but do not always take into account specific institutional structures which can be limiting, this implies that there is a particular vision that a person must be able to change their particular social environment. They must therefore be freed and their circumstances changed in order to be able to change the community.

The majority of South African teachers are members of COSATU entering the second decade, which in many ways is very different from the COSATU of the first decade of freedom. For over ten years, teachers tended to see themselves belonging to two organisations characterised by the first empowerment manifestation, calling themselves, union of professional educators and the other members of SADTU emphasizing liberal Humanism and critical theory

Applying a theoretical framework adapted from Barnstein's writing on the social construction of pedagogic discourse, Hoadley and Jansen (2002:27) contend that the possibilities for teacher ownership of curriculum change are circumscribed by the anchoring of their authority to speak on curriculum matters in the local context of implementation.

At this stage, fairness causes teachers to sit unsupported and curl their fingers at each other blaming professional development, but teachers need no longer accept such neutral stance for themselves. The more critical teachers believe that a return to the social education theory is more relevant to curriculum renewal principles (Carl, 2009:40) and for valid reason:

“Curriculum development is regarded as an umbrella and a continuing process in which structure and systematic planning are designed for evaluation. It comprises a number of phases, those of curriculum design, curriculum dissemination, curriculum implementation and curriculum evaluation.”

While a number of issues noted in empowerment of teachers through curriculum development have been explored in Hoadley and Jansen (2002:171), the area that is relatively new in South African curriculum development in the school is the notion captured by one of empowerment of teachers, that is, the responsibility of the Empowered Teacher in regard to Curriculum Development.

The broad philosophy of life usually has a directive function in regard to determination of goals which may be seen in the broad community's educational goals, local communities and school, subject, lesson aims and instructional and learning objectives. There is mutual interaction as the goals and objectives at all these levels should still be linked to the general goals of educational views and philosophies of life. Over and above the fact that teachers should also be co-determiners of the philosophy of life of the broad community, at this level they probably also have other responsibilities (Greedy, 2008:58).

Although revolutionary reforms in the field were made possible by the discovery of new theory, essential services are still believed to be the task of the teacher. From the main functions of the teacher outlined above, it is evident that some aspects of curriculum transformation work, teaching and renewal overlap with that of curriculum specialist (content) planning (Greedy, 2008:59). The school is best placed as a coordinator in the community. Since teachers know the community and their everyday problems, they constitute an important link with the community. Carl's teachers' responsibility implies that certain characteristics should exist in school, against which a school's accountability may be critiqued (DoE, 1995:2). They include:

- The teacher's responsibility in regard to broad educational policy and educational legislation.
- The teacher's responsibility in regard to school phase planning.

Steyn and Wilkinson (1998:207), were clearly influenced by the critical academic response to curriculum transformation of South Africa. The critics favour an integration of theories of social

constructivists and social reconstruction as a philosophy that should be integrated with critical theory and pragmatism. They emphasised that new curriculum as planned for South Africa is based upon social reconstruction. Therefore it is the responsibility of the teachers to repeat this philosophy in a condensed form in their learning activities or learning programmes. According to them, this could only be achieved should the curriculum renewal implementation from the beginning to the end form a continuous history. The fact that new curriculum was transmitted in three reform attempts proves that curriculum renewal is open-ended. From this, one can deduce that empowerment, transformation and emancipation which accompany curriculum reform as well as critical response's reaction to it, are equally important in curriculum change (Miller, Devin and Shoop, 2007:57) argue that redesigning the curriculum to match the new realities is achieved by using leadership theory to inform practice.

In connection with these philosophical methodology remarks, Steyn and Wilkinson (1998:204), discuss the different philosophy, social reconstruction, critical theory and pragmatism, the type of attitudes and skills to be adopted in new education as well as the types of learning theories that relate to the three philosophies. They point out that throughout its implementation history, South Africa will be confronted by four typical tensions:

- (i) A need for understanding and dealing with:
- (ii) A united front against content-based approaches.
- (iii) A theoretical power-base against the central position of teachers.
- (iv) A front reaction against the current evaluation system.

This section concerns the guiding principles for the implementation of new education in South Africa. Steyn and Wilkinson (1998:206), argue that:

“Many people, all over the world, believe that the content-based education model has served its purpose and that it is obsolete and insolvent. This belief is central to all of the four philosophies underpinning the curriculum and it means that all stakeholders are to acknowledge that new demands in a new century require a totally different educational approach.”

They virtually ignore the teachers as implementers. They fleetingly refer to this book in a couple of sentences , but they never touch upon the problem with schools as centres of community. Steyn and Wilkinson (1998:205) therefore, do not appear to regard the present form of education as final.

Teaching-learning dynamics, a participatory strategy promises to be slightly different in approach and gives learners a central position in curriculum practice. Its contents (reality) are participative

learning, curriculum design, teaching methods, cooperative learning, assessment, implementation and classroom management. Its observation of the contexts is almost to the point. The author reveals the idea about what the majority of African leaders would like to see happen in schools, while on the other hand it can be viewed as attempting to change the existing state of affairs in the entire country (Jacobs, Vakalisa and Gawe, 2004:99).

It is important to know that the procedure to be followed as guides in the process of curriculum content planning is inviting learners to express their own views on the content without fear of intimidation from either the teacher or their peers. The authors describe themselves as answering "what can a teacher do to empower the learner?" Its purpose is to transfer to learners, 'empowerment' and its content is encapsulated in ten chapters. These authors deal with a lucid exposition of curriculum practice. This aim is to influence school community and particularly learners to participate in the reconstruction of knowledge. Indeed, curriculum content is regarded as the responsibility of learners. The writers carefully clarify how, in their understanding, curriculum (context) planning process is based on participation of learners and teachers offering alternative and more appropriate help through the application of the Stenhouse process model (Jacobs et al., 2004:5).

Its purpose is to offer teachers sliced pieces of advice, in order for teachers to attain the seven important skills and five development outcomes, while a few of the issues in Teaching-Learning Dynamics have been explored by other South African curriculum specialists emanating from critical responses of curriculum change in South Africa (Carl, 2009:35; Kramer, 1999:11; Steyn and Wilkinson (1998:208), the area that is relatively new to South African writers on curriculum change is the notion captured by one of Teaching-Learning Dynamics' key sentences:

"Participative learning implies the individual's direct involvement with the content (reality) he or she is trying to understand. It is crucial, therefore, that learners be afforded opportunities to develop some sense of responsibility for their own learning." (Jacobs et al., 2004:18)

This perspective concerning own individual understanding of reality generates a legitimate rationale for the provision of new curriculum. Indeed, from the argument so far developed, it can be appreciated that any education devoid of a learner centred, showing responsibility, independent thinking and nurturing inquisitiveness dynamics appears incapable of promoting reflective thinking. Jacobs et al. (2004:22) could just as well have been in favour of the experimental learning. Freirer's in Jacobs et al (2004:19) emancipator teaching and the resulting message, disappointingly unfamiliar models, are not and will never be used in our schools which will still follow authority led by nature. It will neither be the solution to black majority problems of interpretation of the day-to-

day complex events. Teachers somehow are restricted by the role allocated to them (DoE, 1995:2). This restriction portrays the teacher as:

Learning mediator, designer of learning programmes and materials, scholar, researcher, assessor and lifelong learner in a uniquely intimate relationship, acting as partner, citizen and member of the community and learning area specialist. As a result, learners are invited to enter into a relationship with teachers whose commitments are labour related, their presuppositions and the labour movement where they belong are omnipotent and ubiquitous. These are the issues that need honest scrutinising, particularly with regard to curriculum (content) planning, organisation, evaluation and control.

The discussion of Jacobs et al. (2004:35) on the curriculum design, is aimed at providing teachers with a basic understanding of curriculum design and planning programmes which are in line with new education, plans and experiments. This awareness expresses the centrality of desirable attitudes that both learners and teachers need to promote. They define curriculum content planning as:

“The most important type of curriculum planning being in the planning of classroom-related activities. Although plans connected to the organization, rules, procedures and routines of school and allege also form part of the curriculum, teachers spend most of their planning time on sheries and strategies for actively teaching real-life classes. Such planning involves consulting curriculum statements issued by the government, defining skills of learners, finding information about topics, deciding on suitable teaching methods and choosing ways in which the learning would be assessed.”

The quotation encapsulates many issues experienced in African communities thinking of education. Teaching-Learning Dynamics clearly has a more wonderful vision for teachers as curriculum planners than Carl's (2009:86) teachers' responsibilities. The reality is that the majority of teachers are not consulting curriculum statements for lessons. Very few teachers identify with choosing right models in which learning is thoroughly assessed. Moreover, finding information about topics is very difficult. The policy (DoE, 1995:6) recommends the provision of inclusive education and subsequence services for beggars, criminals, street kids and broken people. The teachers' apparent lack of understanding of correct information on topics and of the learner's interests or needs places the teachers in an impossible position with regard to parents' expectations of what the school stands for.

Subjective preferences all seem to claim, not to constitute interpretation or understanding. Historical understanding changes one's belief system, values, perspectives, in short, oneself. Rhetorical criticism affects one's perception of language and reality and philosophy and one's ideas about knowledge and meaning.

A methodological study (or collection of methodologies like this one) that allows to end up exactly where those (with scholarship) "in the know" want one to end up where human reason and comprehension are denied must be doing something seriously wrong, especially if the effort is all about understanding and insight and interpretation.

Curriculum specialists seem to be confronted by different views. They are deeply engaging in what they would like to see happen in South Africa (Berkhout, 2010:31). To address the existing state of affairs in South Africa the question to ask is what in fact, is curriculum content/organisation?

Strategies, tools and techniques

Kramer (1999:23), has made significant contributions in providing conceptual clarity subsequent to process of involvement and jargonising new education at the initial stages of developing the education system. As he points out in the preface (iv), the goal is hoping to achieve with the book that educators show their understanding of a wide range of classroom strategies and techniques for teaching, learning and assessing. The chapters on management and timetabling aim to help achieve a school classroom practice.

It is important to know that the history and analyses of new curriculum is discussed. However, the changes being made in the education system as positive, he also saw little being done officially to provide educators with the tool to deal effectively with transformation. He looks at some educational theory behind new curriculum as practised by many developed countries.

The majority of principals and teachers are familiar with the top-down construction of new knowledge or skills based on practice and experience, which in many ways is very different from what is suggested by the Government policies (DoE, 1997b:10).

Kramer (1999:14), in describing experiential learning mentions few stages of learning by Kolb. The first is to allow learners to experience something. Experience therefore means becoming aware of or conscious of something. The re-and stage, reflective observation, involves trying to make sense and understanding the experience by thinking about what the experience was and analysing what happened and why. The two stages affirm that involvement through experiencing and reflective observation must form the basis of interaction before the processes of knowledge building. While the last two encourage learners' thinking about the experience and trying to create mental models,

theories and ideas that explain it, learners need to put into play, testing and understanding by doing.

The point that this review of literature makes is that curriculum management must not be implemented without adequate observation of what is known and without reference to the old objectives of curriculum managerial perspectives (Carl, 2009:162).

Kramer (1999:15) pointed out that our understanding is centred around how we know that learners really know and understand what has been taught. He argued that the mastery of knowledge, skills and values has been used as a basis for developing a balanced curriculum. Fullan (2008:7) argues that the difficulty with understanding is that it is invisible and therefore difficult to measure, we cannot see or measure learning or understanding in the same way that we measure height or weight.

In view of this, practitioners need to have a degree of understanding of the theoretical planning if they are to play a role in social development. Guided by contextual understanding, it is at this point that understanding becomes an art rather than a science. The main contribution of Kramer's book lies within the analyses of a comprehensive model of understanding. He also indicated that he believed the work to be the cornerstone of the comprehensive model: the central core of the model is that of knowledge or content.

The second proof of real learning is that of being which skills have been learned and practised through various tasks that need learners to take some form of action, discipline based skills, general or cross-curricular and communication skills. This perspective allows educators in planning learning programmes, to ensure that classroom activities include all the components for a holistic and complete approach to learning which is relevant, useful and integrates skills, knowledge and values.

Odden and Archibald (2009:52) note that principal as a companion assisted in implementing, controlling, guiding and evaluating the work of the in the classroom as part of his role as a facilitator of curriculum development.

This is part of knowledge and knowing how to lead staff members, understanding what goes into the learner's portfolio and thereby assisting teachers to implement the vision of the school.

Exploring these assessment ideas, Clarke further (2007:240), argues that teaches need to engage in performance assessment for learners to demonstrate their skills, competencies and knowledge by producing something to predefined standards, such as direction which minimises the bureaucratic confusion but also signals a priority of management:

The success of education will depend on many things. One of the most important will be the quality of management in schools. Management in schools is not very different from management in other areas of our lives or, for that matter in business (Nkonyane, 2007:34).

From this perspective, it is impossible for authentic assessment of a particular group to be implemented at the detriment of business. Two major bodies of literature were reviewed: system theory, particularly organisational management system, and student or learner centred schooling. Little work has been done on the nature of the overall management system required to support such a school and its classrooms.

The above observation gains increased respect when applied to the South African situation. This observation should not be interpreted as the first reason concerning how principals consider their role in curriculum management but as a fact. According to Bush (2006a:1):

“There is a little however that the specifications and the development and implementation process of an overall management system required to support learner centred schooling.”

It is accepted that a poor society must consider carefully what the school community can afford. As Bush (2006a:1), argues:

“To design and implement a learner centred school which achieves these results, school renewal squarely trained on the student and learning as the core of a reinvented system is required. Within this overall system approach, cognitive models of learning need to be used to drive and define models of management.”

In South Africa, development of such a management system will concentrate on the abolition of the educational management backlog of some communities. It will also involve management system development and implementation, and ongoing implementation and evaluation of the system.

3.3.2.2 Policies impacting the role of principal in curriculum reform

Molale (2007:215), gives a brief sketch of National Norms and Standards of school funding and insists that it is important to understand this policy as a strategy to achieve equal education opportunities. As might be expected, the book gives a concise summary of the major challenges facing the principal in implementation of the policy. The author states that:

In South Africa much attention has been focused on policy formation without indicating how to translate such policy into measurable outcomes. More often key change policies are implemented without appropriate theories of change. All too

often policy-makers and politicians are focused on the desired outcomes of educational change but neglect the contextual factors that influence implementation.

Of special interest to the principal is that similar situation occurs at school level, implementation happens without appropriate theories of change and this impacts the role of the principal as a leader in curriculum reform. Also where equal educational opportunity is concerned, the districts have more freedom to do what they want. For example, to say the Norm and Standard for school funding operates out of contexts to community needs is to confuse the district as they too cannot just interpret the policy for principals. The district determines the needs and provides a list of items that the policy should address year after year.

Furthermore, the methods of funding and curriculum equalisation have sometimes completely disappeared in schools. The author of this book strongly believes in:

The contribution to the process of achieving equity is to provide some insights into ways and means of ensuring successful change by drawing attention of both policy makers and practitioners to what I call the politics of policy implementation and strategies to achieve sustainable change. Thirdly, to provide both the school leaders and education managers with the necessary tools and approaches to put their schools on the right pathways to self-management in the South African context. And finally, to suggest an implementation framework for the effective translation of educational policies into practice.

In order to clear up the confusion and complexity with regard to the implementation of Norms and Standard, the policy states that:

The importance of adopting a comprehensive and integrated approach to both policy development and implementation becomes central. This also means that every effort should be made to avoid a situation that creates a dichotomy between policy and practice, thinkers and doers, between legislative intentions and results. Such a systemic, coherent and intellectual stance to implementation can go a long way in ensuring the realisation of the policy objectives.

Because of this outlook, the contemporary principal has simply to adjust to the fact that he/she must remain dependent on the district to provide bits of meaning on different aspects of the policy.

Towards the end of section A, the author gives suggestion that:

In many instances policy failure can be attributed to poor implementation or a lack of insight into policy processes. It could further be argued that reform initiatives in developing countries seem to

pay little attention to the complexity of implementation policy under system wide conditions of disadvantage and underdevelopment.

The largest section contains chapters which, among other things, provide principals with key strategies employed to pursue equity in developed contexts. For example, Molale (2007:101) believes that the strength of the strategic intent lies in its capacity to handle unpredictable situations by engendering cohesion and common understanding among members of the organisation. This also presupposes the presence of an effective visionary leadership at key levels of the organisation. It is an alternative to strategic planning which may assume elements of predictability and order. Strategic intent is a process of coping with turbulence through a direct, intuitive understanding emanating from leadership.

The issue of financing schools is a global thing, the message is the same to close the gap between poor and rich and so the book argues that: “Strategic intent forces the individual to think logically and in an integrated manner. It requires the organisation to be imaginative and inventive in seeking new ways to create capability and to achieve its goals.” Primarily, it is better to build leadership in depth throughout the whole staff during a period of crises than engaging oneself in pursuing the implementation of linear and rational plan like a school development planning alone.

This section critically explores efforts mounted to achieve equity in developing countries like South Africa. Molale (2007:102) argues that:

Primarily, I have identified and examined the strategies employed by the National Department of Education (DoE) to facilitate the implementation of the NNSSF policy up to the school level. In this regard I argue that South Africa should have selected simpler instruments and adopted a centralised approach to the implementation of the school finance policy. This is informed by the success of the initial central role of the National Department of Education (DoE) dealing with interprovincial equity and the failure of the complicated strategies in the developed countries. Furthermore, I draw heavily on both international and national literature, even provincial, to identify factors that have contributed to the little progress made towards the achievement of equity.

This means that the principal’s consciousness of value is not aroused merely by what is laid down, but is encouraged by living example of school finance implementation.

On the basis of the above views, it is evident that the principal is capable of acquiring knowledge of all skills by simple planning. All leaders plan, guide, lead and control to promote equity. Principals

can impact on their role if they engage in intellectual debate about issues facing them. With these expectations in mind, the principal can transform school community. The author further suggests that:

Before coming to grips with the main steps of strategic planning, it is appropriate to justify the choice of strategic planning (or school developmental planning) as a mechanism of putting schools on a pathway of development and effectiveness over a period of time. To this end eight factors come into play.

It is difficult to gauge the impact of this finance policy on the role of the principal in curriculum reform, but he / she must manage resources including the norms and standard policy to finance adjustment and innovations within the school. The real awkward side of the policy is the total understanding of implementation will never be achieved in short-term. Many people contradict themselves as they deal with this policy piece-meal. Finally, the book concludes by providing principals with dilemma to either use vision-driven model or needs driven model. A challenge indeed! (Molale, 2007:154).

This policy is divided into four most important roles of the principal. The policy provides the principal with guide on introducing a new style of school management.

The change in this policy assists the principal with improvement of classroom teaching and learning. In the process of introducing new style, it is important to know that, according to DoE, (2005b:5) the policy goes further to explain the role of the principal as follows:

- Principal as leading learner.
- Parents as learning partners.
- Educators as learners and leaders.
- Learners as self-directed and committed learners.
- Collaboration and collegiality.

The roles provide action for the principal, to control and to improve service delivery. In this way, a focus on new management style attracts and changes the school concepts into learning organisation where a mission and vision statements become the pillars of transformation. Here the principal needs to focus on the needs and ensure adherence to correct understanding and implementation of the new management style. Extra focus on the role allows the principal to

intensify monitoring, controlling and providing support for all stakeholders. DoE (2005:11), argues that:

“This kind of management is called participatory management. Individuals involve themselves in processes, they don’t just vote for people who then do all the work. Although participation requires debate on issues, it also requires that we accept the views of the majority once a vote has been taken. In other words, at some point debate must end and work begin! But we need to do more than this: we need to work with the majority to achieve the set skills even if we don’t agree with them. Participatory management is about good debate and argument, but it is also about accepting and implementing the views of the majority in order to improve the lives of people.”

This second idea assists the principal to think much more in a democratic way so that in his/her planning and implementation can be done. Principals are required to change schools from top-down to participatory management. DoE, (2005b:10) argues that:

“In other words, a key principle of curriculum is that we know exactly what we want to do and then plan carefully how we aim to achieve it. But the move from an autocratic, top-down to a participative and collaborative style for managers and leaders in schools requires a number of other changes in the way one manages schools. It does not preclude decisive decisions by management to support the mandate of the collaboratively developed mission statement of the school.”

DoE (2000:60), refers to the intentions of the National Curriculum changes as follows:

“In 1998, South Africa started the process of modernising – and equalising – the curriculum in all schools. The programme was called ‘2005’ because it was to be fully implemented by the year 2005. Further adaptations have occurred more recently.”

The approach shifts the focus of learning and teaching away from content and rote learning, towards an emphasis on knowledge, the development of creative and critical thinking, working effectively in teams, problem-solving, using technology and understanding the environment. Even though the national curriculum gives guidelines on results, learning areas, etc., each educator has considerable freedom in ways to implement the curriculum.

In the school management teams’ booklet, the aim is to enhance effectiveness and educator professionalism. The booklet is divided into four sections. The first section explains the most important leadership and management issues. Here leadership and management, in the context of a constantly changing environment, is a challenge. According to the booklet, it is well worth the effort it takes to meet these challenges.

According to DoE (2000:1), through the aims and challenges of leadership and management, the school community is encouraged to view leadership and management as being based on the following principles:

- The school is the institution within our communities which must recreate the culture of teaching and learning and teach the basic lessons of democracy.
- True leadership transforms people so that they can manage themselves.
- Power should be transferred to the lowest level possible.
- A culture of teaching and learning can only thrive where stakeholders feel that they own and are part of the values, mission and ethos of the school.
- Participation and collaboration are essential in building a form of management that is based on consent and consensus, rather than on instruction and force.
- An important role of educational leadership and management is to create an environment in which the school as an organisation, can reflect and innovate.

Furthermore, this guide assists principals to:

- Understand what school leadership and management means.
- Understand more about the organisational context in which you manage and lead your school.
- Become more familiar with the policy and legislative framework which should guide you in your role as leaders and managers.
- Be better equipped to manage and lead your schools in a climate of constant change and challenge.
- Better understand your relationship with other stakeholders in the school, and work with them to achieve your school's vision and aims.

Leadership and management in the context of a constantly changing environment, is a challenge. It is well worth the effort it takes to meet this challenge (DoE, 2000:12).

As DoE (2000:10), puts it: "The most useful way to see a school is as an open system. Your focus on the complex social political and economic environment in which your school operates. And you recognise that the whole school system is dependent on inputs from the outside world (such as the educators and learners who come into it), and influences from the outside world (such as the

economy and politics). The school system must work with the inputs and produce outputs. The outputs are the learners who go into the world and influence it, for better or for worse.

The new policy framework, introducing and identifying the policy which principals must use to guide their leadership and management in their school. In practice, it is very important to note that DoE (2000:16), argues: “The new policy framework poses new challenges for leaders and managers. Since the 1994 elections, the idea of what it means to be a school leader has changed. The National Department of Education (DoE) has created new policies and new laws to redefine the roles of leading, managing and governing schools.” They are outlined in such documents as the South African Schools Act, 1996 (Act No. 84 of 1996), also known as “SASA”, and “Norms and Standards for School Funding” which was put out by the Department in draft form at the end of 1997 (Pretorius, 2010:129).

There is a close connection between what the principals do and what the policy requires of them to do. For example, the South African School Act, 1996 (Act No. 84 of 1996) provides a system for the organisation, governance and funding of public schools is based on equity.

This section re-echoes the policies which seem to provide guidelines and they are:

The Employment of Educators Act, (Act No. 76 of 1998). This Act contains the regulations for educators’ terms and conditions of service. It provides the law for the appointment, promotion and transfer of educators.

Principals use this act to supervise educators’ work and to judge if their actions describe them as incapacity or misconduct.

Education Labour Relations Council Resolution 8, 1998.

This contains the duties and responsibilities for educators at each level. For example, senior teacher, master teacher and ordinary teacher. It is important for principals to know this Act, so as to control the staff.

The employment Equity Act, 1998 (Act No. 76 of 1998).

This Act aims to remove discrimination totally and accelerate the training and promotion of historically disadvantaged people.

This and other policy initiatives are contributors to the role of the principal as a leader in curriculum reform. Indeed, in some contexts the principal must deal with promoting equal opportunity and fair treatment in employment.

Clarke (2007:389), explains in a holistic way, the practical side of leadership and management. The aim of this section is knowledge. While it uses the same elements of theoretical message, it tries to convey a sense of practice and how principals are trying to live their roles. Clearly then, dealing with change is a legitimate role for principals as it is elsewhere.

You need to plan with school stakeholders, get feedback from them, and then plan again if something is not working. Change involves in a school. If people feel that they are important to the change process and understand why the change process is important, they are more likely to cooperate with it.

One of the most important functions of leaders and managers in a school is to develop an action strategy to get the school from where it is to where it wants to be. It would be very nice if this were a simple process of getting from point A to point B. But in most cases it is constant process of experimentation, evaluation and adjustment.

In this situation, however, the change process is not easy, it may not even be possible if working alone. To succeed you need to do:

- Monitoring and evaluation to help people realise that they must take responsibility for what they said they would do. People often make promises but then don't follow through on them. If people know their actions will be monitored and evaluated, they are more likely to do what they said they would.
- Monitoring and evaluation can help future planning. By seeing whether a plan is actually helping to reach a goal or not, planners can decide how they should plan in the future.

The major conclusion from Carl (2009:202) is that monitoring and evaluation of how your plans are working are important because:

Understanding the challenges and paradoxes of monitoring and evaluation in times of uncertainty, necessitates principals to know that there are sensitive issues, and this is what sensitive issues can do. They are important because they can help a school learn, develop and grow, not because they judge individuals. As many people as possible should be involved in preparing a framework for monitoring and evaluation. There needs to be general agreement about who and what will be monitored, and about when and where it will be done, and by whom. It is also important to involve

people in analysing the effects of monitoring and evaluation procedures, by asking questions such as:

- Is the staff better motivated now?
- Are the learners' results improving?
- Is the staff working as a team?

Carl (2009:219) concludes by providing principals with an important consideration:

The challenges facing school leaders and managers are far greater than those of the apartheid era. Before, all decisions were made somewhere far away, now many are made right in the school. Even when national and provincial education departments do make decisions about governance or curriculum or resourcing, exactly what that will mean at a school is largely in the hands of that school.

Within the leadership structures, the principal has a special position. She/he can delegate and share responsibility and consult, but, in the end, it is she/he who must see to it that the business of the school-teaching and learning-takes place. Experience has shown that, in most cases, the principal can best fulfil this role by working with the SMT and other school stakeholders. The job is simply too big for one person.

To manage change effectively, you need to understand:

- Where you are – diagnose and analyse your present situation.
- Where you want to get to as an institution – have a vision for the future.
- How to get from the one to the other – planning.

3.3.2.3 Beliefs impacting the principal's role in curriculum reform

Our critical beliefs about the determinants of the principal's role in curriculum reform shape how we respond to national realities and participate in them. According to Palmer and Cooper (2007:63), it is important to challenge our beliefs to ensure that are realistic written down and that there is evidence of our beliefs. This set of critical beliefs is the guide which helps the researcher to explore reality. Halsey (2011:42) asks this question: Which beliefs do you want people to adopt so as to embrace the new content? It is critical to consider the beliefs that help people embody and practice the new learning as well as those beliefs that stand in the way.

3.4 PRINCIPLES AND ESSENCE OF LEADERSHIP IN CURRICULUM REFORM

Planning

Planning is the first step of leading curriculum reform. A critical awareness of a variety of curriculum related issues in which the principals are expected to participate help them to master the important skills with new programmes as content, skills and knowledge demand. Therefore, it is important to know how to develop abilities to access, process and disseminate knowledge and to demonstrate an understanding of the world as a set of related systems (multi-layers) (Reeves, 2009:78).

It is concerned with setting goals to achieve educational improvement and objectives to integrate new programmes into school curriculum and also determining how they are to be sequences for standards per grade. Planning in educational reform has four perspectives namely:

- The determination of what sustainable environment proposes to achieve at some particular time in the future. Hence continuous reform.
- To specify the actions to attain (those goals), new programmes and values of the constitution must be taught as part of curriculum.
- It also has a future perspective, since an objective is actually a reform of cluster of things; learner attainment, learning material development, teacher support development and community sustainability to be accomplished in the future planning establishes a relation between the things that have to be done now and to bring about a certain situation in the future.

Organising

Organising is an integral and indispensable components of the curriculum leading process. Organising leads to successful implementation of plans and strategies. Therefore, organising is important for the following five reasons:

- Organising entails a detailed analysis of work to be done and resources to be used to achieve the goals and objectives of the school community. The principal, teacher and learner should know his/her duties, authority and responsibilities as well as the procedures and methods that must be followed.
- Organising divides the total workload into activities that can be comfortably performed by an individual or group.
- Organising promotes the productive application and utilisation of resources.

- The related activities and tasks of individuals are grouped together rationally in specialised departments, remedial, teaching theories, learning styles, operations etc. (Leithwood and Beatty, 2008:107).

Purposiveness of teaching

The way in which a learning programme (a task) is broken up into smaller units so as to take advantage of specialised knowledge or skills to improve productivity entails purposiveness in teaching.

Individual ability: if an individual concentrates on some simple small task, he/she acquires a certain degree of in that area and he/she can perform the task as a specialist quicker and better than anybody else.

Reduced transfer time: a teacher who does several jobs loses time when he switches from the job to another. Specialisation eliminates such non-productive transfer time (Glanz, 2006:7).

Specialised teaching aids: specialisation leads to the development of special charts (describe poverty; social justice) which increases understanding of each learner.

Reduced training costs: Division of labour reduces training costs, because a teacher is trained in a particular part of a total task. Increased productivity, therefore, is the main purpose of specialisation (Campbell and Campbell, 2009:36).

Inclusive learning style

The formation of learning groups is a sound principle on which organising rests. (The logical grouping of activities that belong together promotes specialisation). As soon as a teaching/business reaches a given pattern, it will be forced to create new pattern according to inclusivity (department), which is based upon a logical grouping in activities that belong together. The teaching constitutes the organisational structure of the business known as the organisational chart.

Slattery (2006:275), says that curriculum development in the postmodern era, is based on a new science: a complex, multidimensional, eclectic, relational, interdisciplinary, and metaphoric system. Therefore the understanding of such theory assists principals to be aware of theoretical dilemmas embedded in curriculum reform. In this theory, the principal starts to socialise and explore. In addition, Slattery, further maintains that:

"Curriculum debates must be redirected to the understanding of curriculum, the construction of individual in relation to educative moments, the development of autobiographical, aesthetic, and

proleptic experience, and socio cultural and socio political relations the individual in relation to knowledge, other learners, the world, and ultimately the self” (Slattery, 2006:276).

In the broad sense, care must be taken here that a change in the understanding of curriculum design that the reconceptualised curriculum field can provide the necessary grounding for reflection, renewal, and innovation to move beyond both progressive and conservative curriculum development models of the past. The aim of the study was to understand what defines the role of the principal in curriculum reform. Therefore what Slattery says about postmodern theory seems to fit in with the aim of this research. It is for this reason that it seemed appropriate to use postmodern theory to answer the research.

Creating mechanisms to improve the quality of education at school is facing divergent views of what it means to provide quality curriculum. The need for quality education remains a big challenge amidst continuous curriculum reviews in curriculum change policy. For principals, Maxwell (2010a:198), confirms that leaders need to be equipped and that nothing of significance was ever achieved by an individual acting alone. A people oriented strategy, according to Maxwell (2010a:198), provides a mechanism for understanding differences in role orientations by asking the following questions:

- What is the leader’s level of influence?
- Who is she/he following?
- People become like their models
- Is her model ethical?
- Does her model have the right priorities?

This reflection clearly supports the decision to adopt a people hands on mechanism, because the study is about leader’s actions. Beerel (2009:226) states that new realities keep arriving and organisations need to have effective screening mechanisms for those new realities that are immediately and directly pertinent to their remaining relevant to their stakeholders.

From the very outset, Williams (2008:13), argues that the process leader is a key player in any organisation that desires real change. She moves organisations from mechanistic thinking to process thinking. She orchestrates and conducts processes rather than imposes goals and objectives.

She challenges the mechanics tendency to value stability and pushes for radical reform in approaching tasks and relating to people. The point that Williams makes is that mechanisms must not be implemented without adequate holistic thinking without reflection and without adequate reference to the ultimate aim of task or process. Chiarelott (2006:9), points out that mechanism, curriculum mapping, a valuable tool for educators who want to analyse the discrepancy between the planned, advertised curriculum and the curriculum actually being delivered by the teachers in the classroom. Furthermore, this type of curriculum mapping was helpful to identify micro-design problems, there was also concern about the degree of accuracy and objectivity in the teachers self reports.

The author emphasises the need for an approach or mechanism that relates knowledge to classroom. Williams (2006:12), further states that along with the curriculum mapping, analysing the degree of alignment or misalignment between the curriculum that currently exists and the desired goals to be assessed is essential in determining whether the problem is with the curriculum or with the assessment devices.

In establishing people-centred mechanism, the variation in opinion is minimised by setting up professional learning communities made accessible to all members of communities for whom they are meant (DBE, 2011:8). With knowledge, action should be guided by mechanisms. Understanding the attitude that impacts the principal as a leader is crucial. Maxwell (2010b:222), believes that which holds our attention determines our actions. Furthermore, the key to having a good attitude is the willingness to change.

Careful formulation of positive attitude will make the meaning of life long learning clear. Robertson (2008:30), succinctly affirmed that leaders who use the coaching practices in a manner that exemplifies the principles of lifelong learning. By adopting the model to their context, experience, culture and situation, leaders take responsibility for their learning and ownership of the process. Furthermore, Robertson goes on to say that coaching builds capable leaders by enabling them to bring critical reflection to their leadership practice. Through involvement in coaching, leaders gain practical experience of and skills in utilising reflection as a powerful tool for enhancing the quality of leadership actions in their work.

This participation implies the empowerment of people in both interpretation of learning material and design of local curriculum content. Glanz (2006), asserts that allowing people to use best practices in shared decision making is an attitude that is empowering. Glanz goes further than encouraging teacher leadership. Interest in teacher leadership is most directly influenced by the

work on shared decision making and a vital component of collaborative leadership (Glanz, 2006:70).

According to Sparks (2007:174), the main role of designing powerful professional learning for all can be achieved by matching professional goals and methods with students' desires.

Maxwell (2010b:19), makes a point that the stakes are rather too high and the leaders can ill afford to dispense with people at all levels. And it is high time the leader pulled himself/herself together and addressed himself/herself to his/her task in school. The focus must be on connecting with others at three different levels, one- on-one, in a group and with an audience.

Furthermore, Maxwell emphasises that connecting increases your influence in every situation. It is known that connectors connect on common ground and embrace the connecting principles (Maxwell, 2010b:250).

Understanding emancipatory interest.

In this regard new focal points for debate focus on perceptions of knowledge and knowing how principals directly empower and develop poor and vulnerable communities. The essence of the principal's role is being a self starter, problem solver and acting effectively across different sectors (Busher, 2006:11).

Monitoring

Monitoring and lifelong learning become the essence of the role of the principal in navigating the complex dynamics and processes to effect meaningful change as insider within the community (Carl, 2009:45).

Managing curriculum

Putting all these loose pieces of work together (in managing curriculum) and guiding teaching and learning, explaining results and linking them to new programmes and assisting teachers to achieve general knowledge in their lesson plans encourage the principal to relate theoretical knowledge to own experience and become of real essence to curriculum leading (Hunskin and Ornstein, 2009:26).

Criticism

Criticism or rejection of any of the views usually results in some kind of change. Change and understanding is continuous and inevitable. The real essence is that new ways of knowing emerge

with the role and purpose of leading curriculum and in addition, there is a need to adhere to integrated paradigm views in order to propel knowledge needed by all learners.

Practical essence

Practical essence requires understanding conceptual framework as policy representing intended change and curriculum leading. The essence of the principal in curriculum reform is planning for all change and reflecting on social needs. Principals need to find ways of transmitting the new knowledge (content) to the communities to be transformed, saving them from past mistakes (e.g. schooling only to primary education). The much practiced essence is that of making information of all sorts accessible to the community.

Important essence

The central or most important quality of a thing is the real or inner nature of that thing by which it can be recognised or put into a class. The essence of his role in curriculum reform is planning for all change, humanity change.

The most important contribution that the principal's curriculum leadership principle makes to the reform process is that it gives direction to curriculum reform in a new way on one hand in the form of important skills and on the other in the form of plans indicating how to set about achieving them.

Planning promotes co-operation between the various stakeholders and school community. Planning compels principals to look to the future (proxy). It eliminates crisis of any kind by forcing principals to become future oriented and to anticipate dilemmas in the environment (Murphy, 2007), and to take steps in time to avert them. Principals are also compelled to identify opportunities in the environment.

The increasing complexity of leading curriculum reform and the interdependence of the various functional areas, (learners support, touching theories, textbooks, relevance, process model of planning etc.) emphasises the necessity for taking decision in holistic planning. The four reforms in curriculum make planning indispensable, especially in all levels of planning. International, regional, national and local.

Principles

According to Reeves (2009:78), it is important to make plans work by building capacity with coaching. Molale (2007:98), indicates that strategic planning is a process that provides direction and meaning to the day-to-day activities. Furthermore, it examines organisation's values, current status and the environment and relates those factors to the organisation's deserved future state

usually expressed in or any other institution that wishes to control its future. This means that planning affords both the opportunity for expression of hope and trust. Planning offers the experiencing of correct implantation of focused activities. Aspects of the strategic planning can help improve performance and its process involves an orderly sequence of activities such as, assessing the external environment, assessing internal capacity, developing a vision or mission, developing goals and objectives, implementing the plan and measuring progress and revising the plan (Molale, 2007:98).

This includes the attitudes, needs, values and perception that the principals have about holistic planning.

Organising

Nkonyone (2007:47), argues that in regard to analysis of work to be done, the school principal needs to acquire specialised knowledge. She/he needs knowledge that will assist in understanding of how a school is organised, how to plan and manage resources in such a way that there is effective and efficient service, delivery. The idea of organising refers to how individual principals see themselves in relationship to what they do. Raynor (2004:161), mentions that the organisation of the school into subject teams and curriculum serves to maintain the status quo of what educational provision is about and is also influenced by government policy. It is particularly important to include the breaking down of complex tasks into smaller ones so that they become manageable (Partridge, 2007:102). Fullan (2008:40), further provides examples of promoting productive application and utilisation of resources by saying:

“Select a small number of ambitious instructional goals and have personal connection with individual students and engage them in learning options that fit or stimulate their needs.”

Also, work intensely on instruction teaching and learning practices within each and every classroom. Then establish daily assessment for learning methods which all teachers can use to link the individual learning needs of a student to the appropriate instructional response. Organising principle, include policies, shift, procedures and decisions associated with simple leadership roles, organisational orientation and organising the right attitudes.

Purposiveness of Teaching

The two authors advise strategies to assist in increasing teaching aids and in this regard they offer the following:

- Active learning differentiated strategies for all learners.

- Getting organised graphically

Flow charts and speaking categorically. Psencik (2009:6), argues that professional learning teams are in continuous inquiry and are persistent about reflection on their practice. They are purposefully engaged in continuous study together to make precise, thoughtful modifications in their work.

Inclusive learning style

Woolfolk (2010:480) maintains that students with disabilities need to learn the academic material and they need to be full participants in the day-to-day life of the classroom. It is important for principals to shift learning styles in their schools to suit all learners. The inclusive learning style demands of the principal to design curriculum delivery mechanism that will be inclusive. There functions and the right attitude combine in different ways to constitute inclusive awareness learning. Woolfolk suggests that one of the mechanisms that can benefit learners with disabilities is the extended practice distributed other days and weeks and from advanced organisers such as focusing students on what they already know or stating clear objectives.

Carl (2009:95), supports the above mentioned ideas by suggesting that principals use interactive strategies and self discovering strategies. As Coles and Southworth (2009:77) point out, rather than creating designer leadership programmes in which one-size-fits all, we need to pay special attention to the uniqueness of schools facing challenging circumstances and the diversity of learning and leadership, styles that are critical in a postmodern era.

Inescapable roles of the principal in curriculum reform.

Coles and Southworth (2009:77) asserted that:

We can no longer afford to create leadership learning opportunities that meet only the needs of leaders and the other adults in school.

Coles and Southworth, Psencik (2009: viii), found that the development of curriculum provides teachers with numerous opportunities to learn from others who have expertise outside of the classroom. Teachers can increase their understanding of both content and pedagogy by thinking carefully about the broad goal of the curriculum and the specific content, skills and attitudes that students need to acquire. Middlewood and Parker (2009:120) mention that sustaining effective partnerships in extended services and integrated services involving multi-agency work is one way of improving integrated curriculum work and understanding.

The nature of childhood and adolescence is facing divergent views of what must be learned and how to do it. An effective curriculum designer in the school requires careful deliberation of a range

of complex nature of childhood and the changing adolescent (Carl, 2009:176). The author further asserted that: To guide the child to realise his/her inherent potential to the fullest by expanding the child's unique intellectual abilities, making the child psychologically acceptable, making the child spiritually resilient and developing the child physically and promoting the child's aesthetic awareness.

Against this backdrop and coupled with other life issues the nature of childhood and understanding the adolescent makes certain demands to the curriculum designer to consider. Such an integrated and holistic approach can therefore ensure that the principal as a leader can managed and monitor developmental needs of all. This will lead the principal to also consider how learning takes place. DBE (2011:8) maintains that:

Creatively engaging learners with the curriculum in order to enhance their learning experience is a good idea.

Using knowledge and skills to identify learner's strengths and weaknesses in order to choose appropriate teaching and learning strategies.

Using learner-centred techniques that provide for the acquisition of basic skills and displaying excellent content knowledge of relevant learning areas in order to critical thinking and problem solving.

Adapting the curriculum to suit the needs of the learners within their difficult situation.

These processes become inescapable roles of the principal in curriculum design as they are aimed at promoting inclusive practices.

Woolfolk (2010:372) refers to lifelong learning as self regulated learning to prepare students for lifelong learning. To reach this goal students must be self regulated learners that is, they must have a combination of the knowledge and motivation to learn.

With these expectations in mind, the principal must create an integrated curriculum work that promotes transformation and individual prosperity.

Principals must deal with providing contemporary understanding of curriculum leading and guiding, especially new curriculum as a strategy of reform. The principal takes the lead to show how curriculum practices and procedure relate to transformational learning policy documents (Jansen and Christie, 1999:94). The principal has opportunities to reflect on general principles of development especially those mentioned by Harber (2010:91) and Woolfolk (2010:28).

This way the principal ensures that he/she develops an understanding of forces which can affect

his/her leadership goals and priorities. For growth, the principal needs to plan, implement and evaluate solutions to practical problems. These problems cannot be solved unless the principals understand what they are doing and are able to use and apply their unique solutions to problems.

Leading change in your school or planning change needs to move beyond getting short term wins to sustain long term change. Reeves (2009:13), suggests that the principal will need to pull the weeds before planting the flowers. This necessitates recalling the strategic planning and implementing how to be used for the benefit of all (Molale, 2007:150). The principal will provide opportunities for maximising involvement and participation of stakeholders for the development of a strategic plan. In other words, principals need to provide opportunities for dialogue with the district and the school community as a whole (Molale, 2007:150).

As leaders in growth, we need to find the courage and responsibility to put theory into practice. Leading change or reform necessitates leadership capability and this involves identifying demands or problems, designing, guiding and evaluation. This is inescapable whether the principal is leading change in a small or big way. According to Slattery (2006: iv):

“The education profession has struggled to remain focused on its primary purpose of learning and instructional for students.” The author goes on to say:

“I believe that educators in particular must focus on a renewed understanding of curriculum and instruction in the postmodern global society.”

The difficulty experienced lies, not so much in less focus on renewed understanding but in taking responsibilities for school improvement initiatives. This way the principal leads reform by making the school community more responsible to local communities. The link suggested here, is that conditions are shown changing and a strong leadership creates or develop community consensus. This relationship is inescapable. The principal must intensify focus on teaching and learning. Maxwell (2007:240), asserts that:

“Responsibility provides the foundation of success.”

“Responsibility, handled correctly leads to more responsibility.”

“Responsibility maximizes ability and opportunity.”

In other words, the principal’s duty is not just to create reform opportunities and run through guiding, implementing, controlling and evaluating for the three hundred and sixty five days a year. The principal is curriculum designer as well as a provider of more detailed knowledge. Molale (2007:150) suggests that: “The development and implementation of a comprehensive, integrated

and flexible plan developed by the staff as a whole can assist in policy implementation.”

For Carl (2009:157), the main function is to try to re-establish a belief in evaluation and its pay-off. Again, for the same purpose, the determinative factors for successful implementation needs to be re-established. The matter of evaluation is sufficiently important to be put in yet another way:

These activities and initiatives provide continual reflection and changing of classroom practices guided by the educational aspirations of the school (Hewitt, 2008:149).

In such a view, one can understand the interconnectedness between the principal's leadership and reform initiatives. There are some additional observations to be made about the interconnectedness. Interaction between the principal and leading curriculum is influenced by difficult situation in linking national and regional activities with contexts and curriculum change initiatives. In commenting with these ideas, Busher (2006:148) says that leading purposeful change in schools for varied of reasons, is an important issue.

The general areas of knowledge also require the principal to gain more information. There is great concern about individual growth and development. All principals are challenged to widen their knowledge of curriculum and to transform by becoming a learner and a leader (DBE, 2011:3). It is in this way, we become responsible for our own empowerment, awareness, attitudes and understanding.

Essence of leadership

Clarity

It is important that principals as leaders in curriculum, curriculum institutes, trainers of curriculum and designers of learning should interpret concepts of both leadership and curriculum design in the same way. A common sense planning curriculum and leading is needed. The maps, concepts and curriculum frameworks that are mostly used in curriculum and leadership, like design, change, development, renewal and innovation must mean the same along the dynamic lifelong learning line. Application of knowledge should improve participants' performance for better results (Fullan, 2008:39).

Consistency

It is possible that ministerial reviews of curriculum can cause inconsistency in the interpretation of aspects of curriculum reform that need to be improved. Principals as leaders should be careful to maintain an overall view of the review. Transformative developmental tasks should be in harmony with the country's aim and curriculum reviews should all work towards equipping everyone with

democratic understanding. The different steps in curriculum design should be consistent with theory and practice (Carl, 2009; Kelly, 2009 and Reeves, 2009:117) consistent implementation feasibility and able to be done.

According to Reeves (2009: 3), changed leaders are novice women and men, who represent a broad spectrum of cultures and backgrounds. These people contribute to the effective leadership of the principal in curriculum reform, in a way that generates functionality and development. Chapter one reflects the positive changes in educators and the community's thinking, conduct, feelings and behaviour. In most cases the principals discuss change with parents before implementing it. This is what makes curriculum reform a participatory practice. There will also be a need for professional learning community to support curriculum reform (DBE, 2011: 8).

Accountability for creating development opportunities

The leader's personal and professional commitment plays a critical role in self empowerment. Before undertaking a new change initiative, the principal must attend to the learning or training development focusing few things knowledge gap, internal capacity and meeting the needs of curriculum reform (Reeves, 2009:107).

Accountability demands from the principal thoroughness and high consideration of factors that can impact curriculum reform. One of the important tasks of leadership is to make what is extraordinary today become merely superior and brilliant tomorrow (Woolfolk and Kolter, 2009: 290).

Continuity

Continuity should be considered as self development in the following leadership roles:

- Shaping the future
- Leading learning and teaching
- Developing self and others
- Knowledge (what the person knows and understands)

Professional qualities (skills, dispositions and personal capacities brought to the role) Actions (what the person does to achieve the core purpose).

The individual professional will be helped to identify and address their own professional development needs by:

Assessing themselves by taking user friendly diagnostic tests based on the content (theory and practice) (DBE, 2011:2). In addition to individual teachers needs systemic needs will be identified and targeted teacher development programmes will be put in place.

Presentation

Major problems encountered are solved by involvement of school leadership in curriculum reform. This involvement generates ample possibilities and opportunities for the desired nation building. In the broadest sense representation is looked at with this question in mind. How is representation providing source for professional development in this professional learning community operating at local and the district, the individual learner could express his/her views on the purpose of teacher development (Milstein and Henry, 2008:83).

This exercise would most probably produce individual commitment on the different areas of learning. It is then the task of the principal and members of his/her professional team to guide the discussion in such away, that a reflective situation analysis would be derived from opened dialogue (DBE, 2011:2).

Determinants like theoretical dilemmas, provincial priority demands, policy tension, embedded cultural demands, implementation dilemmas, inaccessibility of training and non-existence of physical training sites would further act for identifying individual teacher needs.

Defensibility

In essence, coordination provides useful knowledge to determine if curriculum reform can be a successful tool for driving democratic training. This knowledge takes the form of principles, flexible ideas and opportunity building. In supporting practice, the principal needs to encourage learning activity with emphasis and conceptualisations on content, thus, keeping up-to-date with opportunities (DBE, 2011:9). At times, descriptive short research, course or module makes learning or training worthwhile.

Managing curriculum

This means putting all the loose pieces of the puzzle together by guiding teaching and learning, explaining results and linking them to new programmes, and assisting teachers to achieve general knowledge in their lesson plans. In this way, the ability to relate theoretical knowledge to own experience becomes of real essence to curriculum leading (Hunskin and Ornstein, 2009).

Criticism

Criticism or rejection of any of the views usually results in some kind of change. Change and understanding are continuous and inevitable. The real essence is that new ways of knowing emerge with the role and purpose of leading curriculum and, in addition, there is a need to adhere to integrated paradigm views in order to propel knowledge needed by all learners (Cresswel, 2009:27).

Practical essence

Practical essence requires understanding a conceptual framework as policy representing intended change and curriculum leading. The essence of the principal in curriculum reform is planning for all change and reflecting on societal needs. Principals need to find ways of transmitting the new knowledge (content) to the communities to be transformed, saving them from past mistakes (e.g. schooling only to primary education). The much practised essences are those of making all kinds of information accessible to the community (Lavatte & Pratt, 2006:105).

Significant essence

This means the central or most important quality of a thing; the real or inner nature of a thing by which it can be recognised or put into a class. The essence of the principal's role in curriculum reform is planning for all change; humanity change (Coles & Southworth, 2009:77).

The most important contribution that curriculum leadership makes to the reform process is that it gives direction to curriculum reform in a new way; on the one hand, in the form of important skills, and in the other, in the form of plans indicating how to set about achieving them (Psencik, 2009:3).

Planning promotes co-operation between the various stakeholders and the school community. Planning compels principals to look to the future (proxy). It eliminates crises of any kind by forcing principals to become future oriented and to anticipate dilemmas in the environment (Murphy, 2007:7) and to take steps in time to avert them. Principals are also compelled to identify opportunities in the environment.

The increasing complexity of leading curriculum reform and the interdependence of the various functional areas (learner support, touching theories, textbooks, relevance, a process model of planning, etc.) emphasise the necessity for making decisions in holistic planning. The four reforms in curriculum make planning indispensable, particularly at international, regional, national and local levels (Psencik, 2009:41).

Furthermore, as Busher (2006:83) puts it, leaders at all levels in schools work with other members of a school- teaching staff, support staff, students, parents and governors- as well as the those stakeholders outside school who have an interest in its work, such as leaders of other local schools and civic communalities.

The DBE (2011:3), supports the above mentioned points when it argues that team refers to two or more people cooperating with one another/working as partners in a school/centre, in an open and supportive way to achieve shared organisational goals. A team should be a group of colleagues in a particular grade, phase, learning area or the school/centre management team. When this happens, high standards of performance and professionalism can be achieved. This can ensure that leaders engage learners creatively using the following (DBE, 2011:6):

- Using knowledge and skills to identify learner's strengths and weaknesses in order to choose appropriate teaching and learning strategies.
- Using learner- centred techniques that provide for acquisition of basic skills and knowledge and promote critical thinking and problem solving.
- Adhering creatively and innovatively to curriculum aims and assessment standards relevant to the learner's developmental levels.
- Balancing curriculum intentions and the context of the learners within a learning programme.

DBE (2011:6), further argues that the involvement of leaders/ teachers and principal is essential for adapting learning and teaching strategies to meet the needs of individual learners effectively by using.

- Using inclusive strategies and promoting respect for individuality and diversity.
- Promoting learner's self-esteem so that they are motivated and self-disciplined.
- Using different techniques to promote cooperative learning.

Organising space to enable all learners to be productively engaged in learning.

Consistent with the above important ideas, Busher (2006:89), reports that small cultures are a means of people finding a way not only to colonise dominant discourses, be those asserted organisational cultures or subject epistemologies and pedagogies, but of constructing their meanings for living and making sense of working in organizations.

Democracy

Van Niekerk (2010:70), points out that democracy is one of utmost importance and a framework that emphasise inclusive sense of citizenship and human right. Furthermore, Van Niekerk (2010:82), argues that pluralist democracy refers mainly to a system of governance that respect the will of all people of a country and is supported by democratic institutions such as a constitution, a free press and independent judiciary. Kelly (2009:241), states that participatory democracy is proper involvement of honest professionals in the planning and execution of all policies in their areas of expertise.

Kelly (2009:272), argues further that an appropriate curriculum for a democratic society would be one which allowed for the continuing development of knowledge and understanding, which provided proper opportunities for young people to develop their powers of autonomous thinking. According to de Wet (2007::242), taking responsibility is essential in dealing with a violent environment. This would mean that schools are not strong enough to provide a safe environment in which teaching and learning may occur. It is important that leaders take verbal aggression seriously to protect or balance curriculum (Kelly, 2009:242).

Carl (2009:201), believes that it is the responsibility of the teacher to develop the broad community's philosophy of life and therefore its attitude to and review of education. Furthermore, Carl argues that teacher involvement may lead to greater professional development and empowerment. This means that micro-curriculum development is the primary responsibility of the teacher to conceptualise the curriculum arising from the classroom. Other factors which may influence this conceptualisation are teacher training, size of classes, school and system regulations or requirements and extent of stress on cognitive development (Carl, 2009:208).

Teachers are implementers of learning and they also design learning material. As responsive leaders they are continuously evaluating and reflecting on the demands of the larger community, Carl (2009:202), states that the principal responsibility is to ensure that his particularisation takes place according to the educational policy and educational legislation.

Carl (2009:204) further argues that one of the principal's roles as a curriculum leader, is the ability that he/she can create opportunities and responsibilities for teaching to participate in annual planning of a subject group and identifying implementation problems. As Wolhuter (2011:269), observes, all South Africans should be granted the opportunity to develop their potential and to contribute to the development of society.

Therefore, it is the principal's responsibility to understand, affirm and reflect such experience. This does not mean just understanding how to create opportunities for all, but how they will accept it. The principal still needs to define the instructional leadership and school in-service training. Carl (2009:213) goes on to argue that support by the school principal and other instructional leaders is important, as the degree of support will often determine the degree of involvement and participation, thus affecting greater professional development.

Flexibility

In addition to the responsibility, the principals need to exercise much more flexibility with regard to school in-service training. Some trainees might enjoy learning with distance learning institutions and therefore reconceptualization of the content may differ and result in resentment of schools or missed school a lot because of deployment by unions to particular offices. This creates huge gaps in their personal development which contributes to lack of knowledge in core curriculum design issues. Furthermore, trainees may also have personal issues and other issues which will impact their ability to learn (Woolfolk, 2010:286). Woolfolk (2010:286), points out that functional fixedness, response set, the confirmation importance of flexibility in understanding problems. Woolfolk and Kolter (2009:69), agree with the above description and further add that the idea of flexible grouping is to group and regroup students based on learning need.

According to Klimek, Ritzenhein and Sullivan (2008:44), principle means a fundamental, primary, or general law or truth from which others (rules) are derived.

In writing about the principals the authors provide a list:

- The phenomena described by the principles should be universal.
- A principle must refer to phenomena that are true for all human beings, despite individual genetic variations, unique expressions, and developmental differences.
- Research documenting any one specific principle should span more than field or discipline.
- Triangulation through research across multiple fields and disciplines must confirm fields and disciplines must confirm that a principle is valid and truly describes a systems property.
- A principle should anticipate future research.

- A principle must be able to accommodate and account for the new information and fresh perspectives that emerge continually from ongoing research, inquiry, and experience.
- The principle should provide implications for practice.
- A principle is, by definition, a general statement that cannot be expected to give practitioners explicit, step by step instructions is incompatible with short – term objectives.

This matter is more complex than it seems through. Eller and Eller (2009:141), find that understanding your strength, weakness and inhibitions can assist you overcome these shortcomings. It thus seems that as the principal of a school, you are responsible to assess the climate and culture and then support the staff in moving forward to positivity. There are many ideas and strategies you can employ to provide the structure and support needed for improvement to occur.

3.5 MECHANISMS AND STRATEGIES

In many ways, mechanisms and strategies assist principals to increase level of work. According to Hale (2008:26), correction mapping as a mechanism provides a firm foundation for curriculum design and documentation of learning expectation. Furthermore, Hale suggests that the school functions as an open and participatory design community, secondly creating documents that define the learning contents. The third mechanism refers to a mapping sequence that is right for your learning organisation.

In a way, it seems that what Hale (2008: ix) is saying, is that curriculum mapping is a calendar based process involving a teacher designed curriculum. However, a learning organisation's curriculum design often tries not to be the primary responsibility of the teacher, more often it is the responsibility of the administration with input from selected teachers.

Thus, Glanz (2006:24), provides some strategies that might encourage parental empowerment:

- Hold more open school nights, albeit shorter in duration in which information is conveyed to parents about the school.
- Provide parents who speak another language with translators or translations of important school documents
- Plan a comprehensive training programme for community parents.

After school programmes.

According to Glanz (2006:70), research demonstrates consistently that structured after school programmes contribute to narrowing the achievement gap. In strategic leadership, Glanz (2006:106) provides simplified mechanisms to be followed to increase the quality of education. These are:

- Learn from role models
- Use data to empower
- Understand how to collect data
- Use easy steps to programme evaluation
- Reflective practice
- Action – research orientation.

Apart from the above mentioned mechanisms, Fullan (2008:8), introduces strategies with potential to improve the head teacher roles, these mechanisms are more promising cluster-based set of strategies that have been evolving, such as collects and injects into the network on array of experience driven and practically proven strategies.

Rearranging the head teachers' role to develop collaboration.

Elevate instruction as the mainstay of the role.

Explicitly figure out how to delegate managerial tasks to others.

Ensure that the instructional work is carried out through distributive leadership (Fullan, 2008:39).

The work of Moore (2009:142) is considered a golden opportunity to stake out the parameters of school bound strategies. It offers a big picture to the person who wishes to join in the struggle against poor learning and curriculum design. For Moore, it is important to use direct teaching methods, indirect teaching methods, integrated teaching methods and teaching effective thinking strategies as far as effective thinking, critical and creative thinking should be used. On the other hand, Hewitt (2008:106), emphasises four different mechanisms from other authors. These are:

- Coping strategies
- Self support strategies and the teacher
- Strands of self support learning strategies
- Reflection on learning strategies

Therefore, the principals get to define quality education through the use of different mechanisms that assist close the achievement gap. Wiles (2009:50) contends the following:

Mapping the curriculum, aligning the curriculum and trying the curriculum to standards and other learning results, this serves as important steps to meaningful curriculum improvement. According to Campbell and Campbell (2009:22), the following strategies must be considered for realistic strategies:

- Create active learning differentiated strategies for all learners
- Getting organised graphically
- Use graphic organiser
- Use flow charts
- A visual analogy of similarities brainstorm.

From the literature, mechanisms are aids used together to achieve successful work excellence. Coles and Southworth (2009:66), argue that the ability to collect, analyse and apply relevant information in a rapid manner to understand complex learning environments respond to changing problematic conditions address a wider variety of student needs and inequities and sustain school improvement has become more important than strict adherence to policy intention.

Careful introduction of mechanisms forms the basis of curriculum leadership and becomes so important that it not only forms an integral part of everyday activity but it may be considered as a technique or strategy in its own right and which principals must know how to creatively integrate these techniques and uses them meaningfully. Added to this, Fullan (2008:6), argues that the head teacher must think of a strategy to reform urban schools by focusing on literacy, mathematics and science. Furthermore, Fullan, (2008:1) encourages principals to develop and align world class standards, curriculum and instruction to meet those standards and an assessment system to track and mark progress. Reeves (2009:84) explicitly adds the notion that leaders embrace strategies with plans that are focused and provide consistent monitoring and evaluation. Most important, effective strategies are executed by teachers and leaders who begin the process with the confidence that their professional practices influence student achievement.

It is important to note that Carl (2009:56), regards the following curriculum principles as valuable for the curriculum worker:

- Purposefulness is an important of effective curriculum development.
- The rationale must be clear and communicable.
- Curriculum development must be based on sound accountable curriculum theory.
- Method must be an important characteristic.
- Effective and ongoing evaluation from design phase to the evaluation phase is essential.

- Effective leadership is essential
- A particular level of curriculum ability is necessary for all those involved.
- Effective time utilization and orientation are determinative for effectiveness.
- Adequate learning must be an important point of departure.

Maxwell (2010b:96) refers to the correcting principle as the principle that increases your influence in every situation. Furthermore, the author strongly believes that good communication and leadership are all about connecting. Connecting is all about others and goes beyond words and it requires energy. Also, where principle is concerned, the principal has more freedom to do what they want. According to Nkonyane (2007:83), it is about how you transmit information to the teachers, learners' parents and other stakeholders in the community.

3.6 THE CONTRIBUTION OF DEPARTMENT

The contribution of Education Department to the principal in stressful situation. Marishane and Botha (2011:16) note that decentralisation policy objectives pursued by government is not well understood by principals or government structures. In fact, districts contradict the DoE (2005b: 3), which emphasises that principal's move from management to leadership. So, different roles and expectations tend to fragment whatever vision the principal may be attempting to shape in the school (Marishane & Botha, 2011:92). Schiro (2008:31), sees this as the complete power structure inside and outside the schools that influences them. What must be stressed here is that these district officials can be seen as direct consequences of the absolutist, teachers must teach, learner must learn and managers must manage, forgetting the change brought by (DoE, 2005: 13) (See chapter 3).

3.7 TRAINING

South Africa is in the process of changing teacher development and professional development. A major implication of this change is the demand for curriculum design led by the principal and considered additional because of drastic social changes now taking place at school-base level. This necessitates leadership training, that is training of principals to become more effective and leaders have become more important in contemporary curriculum reviews. Attempts were made to create a model which principals could use as a macro-structure within which they could achieve

self development and professional develop, monitor and evaluate their own challenges which would facilitate making them creative and effective.

The concept theory/model/conceptual framework (Charmaz, 2008:126), describes the interpretive definition of theory as theory that emphasises understanding rather than explanations. Charmaz mentioned that proponents this definition view theoretical understanding as obstruct and interpretive. The very understanding gained from the theory rests on the theorists' interpretation of the studied phenomenon. Furthermore, interpretive theories allow for indeterminacy rather than seek causality and give priority to showing patterns and corrections rather than linear reasoning. Blaikie (2010:110), explicitly adds the notion that theory can be regarded as being of two main types and as existing at different levels of abstraction ranging from classification schemes through conceptual frameworks to theoretical systems. Blaikie further indicates that a theory is a set of concepts plus the interrelationships that are assumed to exist among these concepts (Blaikie, 2010:124). The author maintains that concepts are regarded as the building blocks of social theories. Theories in turn specify the relationship between concepts and why these relationships exist.

According to Molale (2007:55), it is helpful to critically look at understanding of the complexity of training and development as a mechanism or model to achieve success. This is a challenge to principals as they did not form part of the principal stakeholders who worked together to produce the plan, called Integrated Strategic Planning Framework for teacher education and development in South Africa (DoE, 2011:1). From this, principals can deduce that there are different views about pertinent matters and that challenges connected to training and development cannot be approached in the same way in different contexts and under difficult circumstances. Molale (2007:78) argues that training and development especially in the 21st century needs no emphasis if there are hopes of ensuring success. More energy funding and strategies have to be linked to training. Furthermore, training and development are inextricably linked to change in the sense that one can change through exposure to relevant training.

Just as the school principal is guided by a mushroom of policies, he/she is expected to order these policies to support teacher development and training and also to make sure that these policies address reality at school. According to DoE (2001:2), teachers can do this for example, by joining school based projects; or by participating in quality assured externally provided programmes including accredited courses.

In this regard, a well-adjusted school based in service training will meet part of the demands of the social network mentioned above (DoE, 2011:8). Among the things that principals do, is adhering to

self control as a mechanism to influence training for the school community. The main purpose of school based in service training is to initiate teachers into the habits and culture of lifelong learning. Here learning contents will be derived from reflection and planning together (Hunter, 2009:6).

Finally, training must be practical. The best way to train is through doing and developing those complicated skills and experience which are vital to curriculum delivery. However, as Molale (2007:78) points out, “The absence of implementation structures, adequate training monitoring mechanisms and integration with existing policies such as the EMD and WSE to service curriculum delivery can be cited as issues which had devastating effects on the actual intention of the fiscal equity policy.”

To be able to take his/her place in teacher training and development, the principal’s convictions have to be formed, rather than his intellect. Especially, if principals have to answer Molale’s (2007:55) question: “If training is not embedded or integrated into other departmental units, how would the department account for the success or failure of such training?” Molale (2007:55), further argues that in this connection the absence of internal training teams nationally and provincially easily becomes one of the contributors’ factors to be perceived as poor training across the system.

What is important here, is that the principal who, by implication, is considered to be at the centre of various policy demands, needs to be assisted to become a leader in curriculum reform, hence development of training model is crucial at this point in time.

3.8 INESCAPABLE ROLES OF THE PRINCIPAL IN CURRICULUM REFORM

Boa, (2006:1), argues that leaders are readers and most leaders are well read on the subject of effective leadership. There is an opportunity for leaders to offer their own philosophy and principles on dealing with challenges and opportunities facing anyone who will dare step out of the crowd and assume the mantle of leadership. The importance of understanding reform initiatives as far as the principal’s role is concerned cannot be over-emphasised. Owing to their difficult situations and other factors many principals are still plagued by environmental demands, progressive educational demands and better life for all. The principal needs to provide new insight on well-known principle and prompts self examination as it guides him/her to explore own position in relation to the leadership principle being addressed. Booyse (2011:212), mentions that as much as the inescapable interconnectedness between the principal leadership and reform initiatives.

Booyse (2011: 212) argues that as much as the development of a system of education is influenced by major economic and socio-political events, it is also influenced by the prevalent religious, philosophic and intellectual beliefs of the community involved.

The principal's role is thus manifested via a complex multi-interactive leadership, activity, routine reporting about school reform. It presents significant leadership opportunities in as much as interactive roles are not only the means whereby established meaning are communicated but are control to people development. For example, Harber (2010:106), argues that individuals are encourage to compete in the market place as free agents. Associated with this is 'transmission model of curriculum and instruction where education is a one-way, top-down movement of knowledge skills and values. The principals need to demonstrate support with community and to input and direction why things stand as they are.

Christie (2008: 12) mentions that the goals of schooling are multiple and sometimes competing and the principal must just try to understand what is entailed in opening doors of learning, and to push strategically where we can. Furthermore, Christie mentions that as the South African system changed questions of effectiveness, efficiency assumed greater importance. A central question was: How could the schooling system be changed so that it worked well for all its student. This is inescapable but at the same time interconnected between the principal leadership and reform initiatives. Glatthorn and Jailall (2009: 38), assert that there is abundant evidence that suggests that the principal plays a key role in determining the overall effectiveness of the school. It is for this reason that interrogative curriculum work and understanding are roles that the principal will continue to discharge as routine functions.

As far as the nature of childhood and adolescence is concerned, Carl (2009:176) argues that educational teaching and school goals should guide the child to realise his/her inherent potential to the full by expanding the child's unique intellectual abilities, to lead and support the learner to becoming on independent, balanced adult in the service of the community and a responsible, fully fledged citizen of the country. This is inescapable interconnectedness role of the principal as he/she has to achieve it by leading the school for learning to take place and encourage learners to build their self confidence.

In writing about motivation, Woolfolk (2010: 376) thinks it is important to know that motivation refers to an internal state that arouses, directs, and maintains behaviour. Here, the principal must motivate learners to engage in school activities and not watch too much television. The principal must understand intrinsic motivation as the natural human tendency to seek out and conquer challenges as we

As Nkonyane (2007: 14) points out, “You will work within communities beset by political, social, economic and geographic instability”. Personal interests and exercise our capabilities. When we are intrinsically motivated, we do not need incentives or punishments. This motivation properly implemented alleviated coercive control and it creates mechanism to keep learners in school. This is the role that allows the principal to create positive, moods, positive attitude, and achievable goals for all.

Through my experiences both good and otherwise I can learn to be creative and critical. I think I am critical showing the social and political pressures that influences education policies. Also by outlining and analysing the determinants which impact the Education, system both at national and local level and unavoidable including attitudes that impact the role of the principal as a leader in curriculum reform. However, it is important to know that in the process of synthesising them, it has broadened my horizons of leading curriculum reform and as teaching critical thinking.

The sources that analysed the South African School reform paved the way my research and were helpful for answering research questions. I tried to remain to the point, while looking for alternatives. The principal beliefs are visible in the theoretical perspectives used in the research. I have used critical theory to see principals free of all forms of oppression and related theoretical thinking to support my beliefs and attitudes (Higgs and Smith, 2009: 111).

Integrative curriculum work and understanding

Marais and Meier (2007:175) maintain that the approach to the integration of ethnic content in the curriculum is important in that it adds content, concepts, themes and perspectives to the curriculum without changing its basic structure, purpose and characteristics. There is still a great deal of work to be done in understanding school based curriculum development in the context of integrative curriculum work. More and more schools are becoming diversely populated. Interpretation drawn from learner differences necessarily emphasises diverse aspects of diversity in learning abilities (Woolfolk, 2010:149).

It is for the above mentioned reasons that the principal must develop understanding of the significant others. Carl (2009:48) indicates that: “By child study ideology is understood the natural growth and development of the child’s potential. The development of knowledge and a positive self-image in the child is a high priority.”

Careful observation and analysis of learners’ achievement scores will bring to light how learning takes place. It is very important for the principal to understand how learners benefit from learning. From this the principal can deduce that there are differing views about the purpose of schooling.

This way, the principal will be in a position to help learners to learn from their experience. Woolfolk, (2010:97) mentions that: “Being able to understand how others might think and feel is important in fostering cooperation and moral development, reducing prejudice, resolving conflicts and encouraging positive social behaviour in general.”

This understanding is more refined and according to Woolfolk (2010:97), it creates a theory of mind for the principals. Through this theory, the principal continues to evaluate and constantly makes revision of all that happens around integrative leadership roles and curriculum work. Significant work has been done on control theory and motivation (Woolfolk, 2010:374). These processes are managed on a daily basis and influence the principals to use mind theory to deal with demands and different situations (Woolfolk, 2010:97). Carl (2009:7), indicates that empowerment as a motivation can do the following: “benefits of teacher empowerment include increased teacher knowledge of subject matter and pedagogy and eventually also higher learner motivation and achievement.”

Critical and creative thinking

The principals’ role is to accept being open-minded and to seek a clear statement of the task, to serve as facilitators, asking questions as learners and mediators of learning. As managers to seek information and to take account of the total situation:

- Judging the credibility of source.
- Trying to remain the point
- Look for alternatives.
- Deal in an orderly manner with the parts of a complex whole.
- The principal’s attitude
- The principal’s values
- The principal’s believes

These are more important than the programmes, methods and learner support materials, the principals’ reflection and evaluation, social contacts and physical contacts (Hunskin and Ornstein, 2009).

Critical and creative thinking is used in decision making to produce logical action. Principals try to mentally remove themselves from a difficult situation to explore it objectively and analyse cause

and effect of these inescapable issues. At the end of the day, there must be rules (policies) guiding principles and reasonable events to use for the benefit of all (Creswell, 2007:27).

For some ability utilisation in an important principle, regardless of the role performed is using one's skills and knowledge of creating positive moods, good feelings, positive attitudes and setting realistic and achievable goals is inescapable. According to Nkonyane (2007:14), principals have to work within unpredictable environments, beset by political, social, economic and geographic instability. And furthermore, principals fail to run their schools effectively and efficiently because they lack the philosophical foundation that serves as anchor and a driving force behind successful management and leadership (Nkonyane, 2007:15).

Therefore, the above mentioned inescapable principal enjoin the principals to rely on self activity and lifelong learning to lead their schools according to postmodern mind shift (Slattery, 2006:3). This way, they get to do things that are important to all, as Maxwell (2010b:1) puts it, "Connecting increases your influence in every situation."

A shift away to postmodern thinking can resolve what Molale (2007:70) observed about policy:

Lack of common understanding of the policy among the key policy implementers at different levels definitely has the potential of affecting implementation negatively.

This will be inescapable for a long time to come, but Slattery (2006:3) advises that:

Problematize: make the text problematic on multiple levels by exposing internal contradictions, omissions, exclusions, ambiguities and injustices.

3.9 EDUCATIONAL REFORMS SINCE 1994

3.9.1 1ST Reform

The first reform was intended to move the country from racially divided and separately developing country. The reform was a process in which every part of life sphere was to change for the better. The authority directed their energy and attention to creating sustainable polices. Therefore, the first reform was guided mainly by reconstruction and development policy (ANC, 1994). It was this frame work which was to provide all pieces of evidence which formed the approach to reform. In spite of the very different cultural, economic, social, and educational background of South Africans, there was a striking unity of views on the basic demands, a better life for all and recognising the practical realities of the situation. The first priority according to the ANC (1994) was to advocate a racial change of approach in the policy message which was made necessary by the rapid transformation

taking place in many communities. According to Reconstruction and Development document, the ANC (1994) forcefully states that there must be commitments as stated below:

- To reconstruct the education bureaucracy, governance and management and to create a single national non-racial system and to promote stakeholder participation.
- To integrate education and training via the creation of a South African qualifications authority.
- To transform the curriculum to overcome the legacy of racism, dogmatism and outmoded teaching practices. In this regard the yellow book said “Maximum participation of teachers and trainers in the design and trialling of new curricula will be crucial” (<http://www.sadtu.org.za/pre//speeches/2001/18-4-2001.2htm>).

As important contribution of the world reconstruction and development initiative, through an evolutionary process, South Africa embarked on a radical transformation of education and training. Kramer (1999), mentions that one of the challenges of education was to adapt the new curriculum. In addition (DoE, 2002: IV) notes that within the schooling system, the most significant change has been a radical departure from apartheid education to new curriculum reform, known as curriculum 2005.

South African government placed emphasis on the introduction of policies and mechanism aimed at redressing the legacy of a racially and ethnically fragmented, dysfunctional and unequal education system. Many policies fragmented and produced a dysfunctional and unequal education system. Many policies were created to deal with misunderstanding, gaps within the schooling system and compromises. These include the following: inclusive policy, the white paper, 1999 and assessment policy.

3.9.2 2ND Reform

Towards the end of 2002 nothing had been written on how second round implementation of the curriculum would look like. Wiles (2009), confirms that teachers are touch stones for implementation of education reform. In another study, critical analysis of the implementation of curriculum 2005 was explored by the Review Committee (2000). The second reform took the view of questions, challenges to principals to recall facts from the report of the review committee about the structure of curriculum 2005, teachers’ knowledge base and trainability, and focus on implementation.

Therefore the Review Committee provided a change strategy regarding knowledge between teachers and existing ideas about their day-to-day practice and adaptation of new ideas about change in schools.

It is necessary to investigate further why a nationally prescribed curriculum fails to perform equally at all schools. Among the major problems facing curriculum implementation work, Wiles (2009), has distinguished the new curriculum and the way it is implemented in the different contexts to promote the division between those with capital and those without cultural capital.

The above mentioned problems that led to disappointing curriculum implementation are viewed by the Study Education 2000 plus and Report of Ministerial Review Committee, 31 May, 2000) as challenges to investigate how curriculum implementation could be further carried forward to address teachers' technical skills, knowledge base and curriculum theory (Schiro, 2008:31). In writing about solution to these problems, Schiro says that:

Curriculum workers view curriculum improvement as taking place within the existing social administrative structure of the educational establishment.

The second reform, critically observes the changes within society and explores the teachers and principals implementing curriculum to meet the global demand proposed by the Review Committee (2000), that pace and scope of curriculum implementation benefits social and educational goals (Kramer, 1997:2).

3.9.3 3rd Reform

The third reform looks back on the recommendation of the Ministerial Review recommendations aimed at making a contribution to curriculum reform with emphasis placed on strengthening the curriculum, streamlining its design features and simplifying its language (DoE, 2002:4).

It is important to know that in June, 2000, cabinet resolved that the development of a National Curriculum Statement which must deal in clear and simple language with what the curriculum requirements are at various levels and phases and must begin immediately. Such a statement must also address the concerns around curriculum overload and must give a clear description of the kind of learner in terms of knowledge, skills, values and attitudes that is expected at the end of the general education and training bond (DoE, 2002:4).

This curriculum reform focuses in particular on the themes of educational principles and political principles derived from the country's constitution. According to DoE (2002:4), the introduction of the

Revised National Curriculum Statement Grades R–9 (Schools) in the foundation phase was planned for 2004.

The policy is concluded by a systematic explanation of the learning areas of curriculum alignment. As DoE (2002:7) states:

This document introduces and provides background to the eight learning areas statements that form the foundation of the revised national curriculum statement grades R – 9 (Schools) in the general education and training bond. This document is unique in the sense that it's derived from the Constitution of South Africa, 1996 (Act of 108 of 1996) and manifests on values (DoE, 2001:10), It pertains to the ultimate purposes of education in a democratic society and the nature of the teacher, learner and the nature of the learning processes.

DoE (2002:9) indicates that there are eight distinct learning areas namely:

1. Languages	5. Social Sciences
2. Mathematics	6. Arts and Culture
3. Natural Sciences	7. Life Orientation
4. Technology	8. Economic and Management Sciences.

3.10 THE INESCAPABLE INTERCONNECTEDNESS BETWEEN THE PRINCIPAL'S LEADERSHIP AND REFORM INITIATIVE

Adherence to such concepts of curriculum design equips learners with flexible knowledge, skills, values, and dispositions useful both inside and outside of school.

Being confronted by school change for improvement makes it so inescapable for principals to lead without ever responding to school change “demand”.

Always describing and explaining instructional goals, with emphasis on conceptual understanding and self regulated use of skills, make it truly inescapable for the principal to lead without describing, local, national and international goals (Sergiovanni, 1995:190).

The principle makes it possible to develop practical guidelines on the new educational leadership role and informing all stakeholders of the impact of inter-connected ideas, trends and work process, which are communicated across the world rapid change (DoE, 2005:9).

In such a view, the role of the principal is always to transform (change) school community and the ways in which they think and act by influencing their expectations. To listen to any quality of dialogue from lessons, situations, circumstances, demands, preferences, and differences as these roles are necessary for the emergence of a new, more comprehensive leadership solution.

Lastly, the knowledge and understanding of the South African context and role which the curriculum has to play in the development of rural areas makes principalship inescapable for human development.

3.11 CONCLUSION

Leading curriculum reform should be inclusive and flexible. Principals need affordable curriculum design, quality curriculum alignment remains a challenge amidst continuous curriculum reviews and improved curriculum implementation. Quality curriculum support opportunity was created for principals to receive training in skills to enable them to curricularise and pursue commitment to self development. An effective mechanism in the school based training requires careful implementation. Curriculum leading is therefore seen as a critical role.

In other words, in most cases, the difficult situation determines the action that a principal should put in practice. It firstly necessitates the consideration of relevant principles, inclusivity, clarity and accessibility. It is important for principals as leaders in curriculum reform to understand exactly what curriculum reform comprises of, how it can be developed and what its nature is, to be aware of the determinants of their roles, the demands and challenges. The next chapter focuses on the research and methodology employed to collect empirical data for the study.

CHAPTER 4

RESEARCH METHODOLOGY

4.1. INTRODUCTION

This chapter gives a full description of the research method employed and explains how the research was conducted and which steps and procedures were taken to collect data in order to answer the research questions. It also explains the processes of sampling and provides a description of the selection of participants, gaining access and building rapport, recording information and data analysis. The chapter also explains the rationale behind using the qualitative research paradigm and the steps taken to ensure validity and reliability. I have carefully and completely defined the participants for the reader to have a greater sense of them. The interview procedure has been described fully and things such as place of interview, time and how the interviews were conducted have been discussed in great detail (Blaxter, Hughes and Tight, 2010:186).

The aims of this chapter is to provide a simple, clear and coherent strategy and a qualitative methodological orientation in section 4.1 it will explain qualitative research methodology in section 4.2. Thereafter, the chapter will describe sample and design in section 4.2.1. Followed by a brief discussion of the setting and background of the school principals in sections (4.2.1.1, 4.2.1.2), followed by description of the principal of the North West Province in section 4.2.1.2.1. Population and choice of participants is explained in section 4.3; 4.3.1; 4.3.2; 4.3.3; 4.3.4; 4.3.5; 4.3.6; 4.3.7; 4.3.8; 4.3.9 and 4.3.10.

Instrumentation is explained in section 4.4. This chapter further explains the researcher and research instruments in section 4.4.1. The research interview is described in section 4.4.2. Thereafter, the relevance of the interview techniques to the study is discussed in section 4.4.2.1. Further description of the interview instrument is provided in section 4.4.2.2.; 4.4.2.3 and 4.4.2.4. This chapter explains characteristics of qualitative research in section 4.4.3. Data collection procedure is explain in section 4.5. In section 5.6 validity is discussed in detail. The chapter aimed at explaining the reliability in section 4.7. Thereafter, it explains verbatim accounts in section 4.8. Next, it explains tape recording in section 4.8.1. Followed by discussion on data review and triangulation in section 4.8.2 and 34.8.3.

This chapter also describes the role of research, as many roles interacting to obtain data and to establish social relationships. Another role is controlling the face-to face interview process and

making sure that the interview technique is relevant to the study, such as informal conversational interview and the unstructured interview. Here the chapter provides information on the interview guide and interview schedule, and the characteristics of qualitative research.

Data collection procedures include confidentiality and anonymity, interview, process, validity and reliability, also explaining how the verbatim accounts were taped recorded and transcribed. Data was reviewed after each interview, Triangulation was used to check the validity of the findings.

In order to discuss and understand the principal's role in a complete situation in the Central District of North West Education Department (NWDE), and discover from the principals how they can explain and describe what they do, a philosophical approach has been adopted emphasising people perspective and critical interpretation (Creswell, 2007:27). The objective was to examine the interaction and power flow among school leaders, to establish the scope and variety of the principals' leadership role and to find trends in the challenges and problems faced by principals (Busher, 2006:49). The chapter further explains the rationale behind the methodology employed, how the research was conducted, how data was gathered, processed and administered. The purpose of the study as indicated in chapter 1 has been the guiding power in this study (Leedy and Ormrod, 2010:62).

Empirical investigation is needed to understand whether principals in the NWED, do have leadership contributions, the models that they use and their perception about curriculum change and leadership change policies (Grbich, 2009:146).

Qualitative approach

Welman, Kruger and Mitchell (2011:197), define qualitative research as an approach rather than a particular design or set of techniques. For Leedy and Ormrod (2010), the term qualitative research encompasses several approaches to research that are in some respects, quite different from one another. McMillan and Schumacher (2006:340), note that qualitative studies are explorations or explanatory and aim to understand people's view of their world. Creswell (2010:173), notes that qualitative inquiry employs different philosophical assumptions, strategies of inquiry and methods of data collection, analysis and interpretation. Furthermore, it is important to note that Creswell (2007), describes qualitative approach, in contrast to the above mentioned authors emphasising meanings, experiences and descriptions. The raw data is exactly what people have said in interviews or recorded conversation or a description of what has been observed.

4.2 QUALITATIVE RESEARCH METHODOLOGY

In this study qualitative research methodology was utilised, because the main aim was to understand and explore the role of the principal as a leader in curriculum reform (Blaikie, 2010:69). For this study it was relevant and very important to employ qualitative research because the study is about social actions, and as Creswell (2009:194) puts it, the intent of qualitative research method is to understand a particular social situation, event, role, group or interaction. Therefore, to understand social behaviour in this study it was important to use qualitative research as it is compatible with the study of social contexts. As mentioned above, McMillan and Schumacher (2006:315), confirmed that qualitative understanding is the first concern and that it is achieved by analysing many contexts of the participants. This understanding of social phenomena can improve practice, that is, the way in which the principal's role is practised in schools (Blaikie, 2010:110).

A qualitative understanding of social phenomena takes the form of face-to-face interrogation which starts with adverbs such as 'how'; 'why'; and 'in what way'. Qualitative research is exploratory and aims to understand people's view of their world (Blaikie, 2010:56). This makes it interactive face to face research, which requires in-depth interviews and informal conversation interview (McMillan and Schumacher, 2006). Creswell (2009:129) points out that qualitative understanding is gained through people's participation in meaning making, when they ask or answer the central question of the research. This therefore reveals the importance of the researcher as a key instrument of research. McMillan and Schumacher (2006) describe qualitative research as based on the constructivist philosophy that assumes that reality is a multilayer, interactive, shared social experience and that reality is a social construction. It is important to note that qualitative research is also concerned with feelings, perceptions, experiences and opinions of individuals (principals), thus producing what can be seen as subjective data (Liphapang, 2008:93).

Therefore, this study, like other studies that utilise qualitative inquiry, is intensely personal and seeks to portray the role of the principal as a leader in curriculum reform. Qualitative research, as Mason (2007:viii) puts it, "faces new opportunities in a social world that is increasingly thought to be complex and multi-dimensional, and where the particularly qualitative strengths of understanding context, diversity, nuance and process might potentially be very highly valued." It is for this reason that the researcher employs qualitative inquiry to understand, to collect data in a natural setting and to analyse many contexts. Knowledge of the use of qualitative research influences the researcher to identify the insider perspective and employing methods that ensure credibility of the results (Hammersley, 2010:161).

4.2.1 Sample and Design

The study was conducted in the Ngaka Modiri Molema Education District in the North West Province, in ten mainstream schools in Mahikeng (Blaikie, 2010:110). Since the purpose of this study was to understand and to explore what defines the role of the principal in curriculum reform as a leader, sampling has been purposeful because McMillan and Schumacher (2006:319) indicate that qualitative researchers utilise purposeful sampling and selecting information – rich cases for in depth study – when they want to explore something about these cases without wanting to generalise about all such cases.

It frankly made good sense to employ purposeful sampling in this study since the aim of this study was not to generalise. McMillan and Schumacher (2006:319), note that the power and logic of purposeful sampling is that a few cases studied can yield knowledge and many insights about the topic. The purposeful strategy used in this study is criterion based. Creswell (2009:178) argues that the idea behind qualitative research is to purposefully select participants or sites that will best help the researcher understand the problem and the research question. Creswell (2007:127) again points out that the researcher must select all cases that meet some criterion, useful for quality assurance.

The criterion for sampling in this study was that all participants should be principals in schools that reflect principals' roles as leaders. In the North West Province, principals of schools are teaching and are appraised by their immediate seniors on curriculum. Therefore, ten primary and secondary school principals were selected to take part in the study.

Of the ten principals sampled, five were primary and the other five secondary school principals. This is a way of selecting participants and settings that one thinks represents a range of roles on the topic and both males and females were selected.

This sample size might seem rather small but is typical of all qualitative sample sizes (McMillan, and Schumacher, 2006:322). In support of the small size idea, Creswell (2007:126) emphasised the importance that one general guideline in qualitative research is not only to study a few sites or individuals but also to collect extensive detail about each site or individual studied. Therefore, in this study, the sample has not only been influenced by the depth and extent of the information sought but also by consideration of time and availability of information rich participants (McMillan and Schumacher 2006:322). As mentioned above, Creswell (2007:128) indicates that more than four or five case studies can be included in a single study.

To best help the researcher to understand sample size, McMillan and Schumacher (2006:322) contend that the logic of the sample size in qualitative research is determined by the purpose of the study, the research problem, the data collection strategy, availability of informants and the redundancy of data. Therefore, since the purpose of this study was to understand the role of the principal as a leader in curriculum reform, and not to generalise, it was deemed unnecessary to have a larger sample size required for purposes of representativeness as a way of generalisation about a larger population (Blaikie, 2010:178).

Data collection in this study, commenced at the beginning of the second term and the fourth term after the national examinations. It is normally during this time that principals either reflect on what they have achieved or plan for the year ahead. The interviewing started in 2009 during the second term to 2010. During this time the researcher interviewed ten principals (Leedy & Ormrod, 2010:149).

The aim was to explore, understand and critically examine the role of the principal in curriculum reform. The research design is an emerging plan to answer the research questions and the aims of the study. It involves the interaction of philosophy, strategies of inquiry and specific methods (Creswell, 2009:6).

Creswell (2007:27) mentions that it is important to know the focus of a design as a plan to explore and understand individuals or groups. The process of research also involves emerging questions and procedures, data typically collected in the participant setting (Leedy and Ormrod, 2010:146). Therefore, the process may change or shift after the researchers enter the field and begin to collect data (Creswell, 2009:6).

Mason (2007:24) describes research design this way:

In qualitative research, decisions about design and strategies are ongoing and are grounded in the practice, process and context of the research itself. This study proposed a qualitative research design in which the people's words, actions and records (Leedy and Ormrod, 2010:137) provide authentic answers to the main research questions. The literature provides solutions in the actions of the principals and deals specifically with the topic of the study and leads to an emerging design perspective which is a critical factor in the research. An exploratory and descriptive focus (Mouton, 2001:49) assists to describe several events that constitute one case for the Central Region. An assertion has been made that principals, as they generate new ideas and curriculum work in the province, create orientation atmosphere for themselves and implement projects as active leaders and active reformers encouraged by sufficiency, clarity, trainability and practicality of the project

(Review Committee Report, 31 May, 2000). It was revealed in this report that better teacher orientation is a critical factor in order to renew curriculum (Sergiovanni, 1995:5).

It is for these reasons that the study relies highly on face-to-face verbal interaction with principals in order to allow them display their needs and aspirations. This design helped to give answers to all exploratory and descriptive questions posed in the entire process of the research (Leedy and Ormrod, 2010:37).

According to Creswell (2009:13), case study is a strategy of inquiry in which the researcher explores in-depth a programme, event, activity, process or one or more individuals. Furthermore, cases are bound by time and activity, and researchers collect detailed information using varied data collection procedures over a sustained period of time.

4.2.1.1 Setting

Both primary and secondary school principals were involved in this study. These were principals of rural and township schools. Their schools were built during the period of independent states prior to the political change in this country. These principals are commonly referred to as mainstream school principals where teaching staff is predominantly black.

These school principals are situated in different contexts. The reason for choosing these principals was that they are the ones that reflect the complex roles of principals, and in keeping with the principles of qualitative research it is important to choose key information rich participants.

4.2.1.2. Background of the school principals

These principals were already principals during the Bophuthatswana days. When political changes occurred, the independent state was renamed the North West Province. So they were involved in transformation and reconstruction of education as indicated by the curriculum change policy. Prior to that time curriculum was controlled by the inspector. The education hierarchy then followed from principal–teacher and pupil–parents relationship. The inspector was “the highest knower of the process of educating young people” followed by the principal. Here, all individuals within the education sector behaved in accordance with a set of Christian values, which influence virtually everything they do. These values applied to a wide range of personal preferences, including, for example, attitudes towards elders, educating, teaching practices, standards of morality and cultural beliefs.

Over the course of 1994, many of these values became redundant. The new South African Government through the new constitution introduced new values and a curriculum change policy, "Curriculum 2005". For this reason, it was important that principals try to help to develop an ongoing awareness of the reconstruction and development programme (ANC, 1994). A few years later, every minister of education brought some kind of change and reviews on some aspects of education, adding to the role of the principal as a leader in curriculum reform. It is understandable that principals are very much in the process of transforming themselves and their capabilities but are finding it difficult to cope with rapid change.

Every effort is made to assist them and parents to agree to be voluntary participants, as it is potentially very productive to involve many people in curriculum change. In any event, principals are at the centre of change and must try to understand the reasons for holistic change. According to McNeil (1995:256), new planners are ignoring what is known and they keep repeating the same thing.

An important aspect of early leadership intervention occurred when the President of the Republic of South Africa met with principals on 7th August 2009. Here it was decided by the President that principals must manage teachers to be on time in class teaching and learners' learning. The process of learning should be adapted to improve social cohesion, upliftment and transformation.

If, for any reason, principals are forced to adopt roles which are not suited to their abilities, or fail to meet the country's needs, this will affect the normal running of the entire education system, resulting in confusion or a vicious circle of reconstruction and development.

Contrary to their beliefs, principals are often not well informed about many aspects of the provincial education system change. A simple explanation of the facts such as those made by the President may be sufficient to understand their roles in new ways.

4.2.1.2.1 The principals of the North West Province

Since 1994, the role of the principal went through a process of reforms to address the geographical, self-imposed separatism and provincial leadership struggle to satisfy the needs of the country. Most principals faced the challenge of implementing a uniform National Curriculum Statement and the problems of teacher development, skills shortage in Maths and Science, diverse interpretation and administrative burden. The provincial education department developed a culture of meeting with principals on yearly basis to ensure that education remains the first priority of the province since the

Constitution states that everyone has the right to a basic education. Section 29 of the Bill of Rights specifically states that:

Everyone has the right -

a, to basic education including adult basic education; and

b, to further education, which the state must take reasonable measures to make progressively available and accessible.

Principals are required to fulfil these within their schools. Information on what defines the roles of the principal can only be found in the principals themselves where they practise these roles. This is in line with the position taken by Creswell (2007:119), that the researcher should search for individuals who are accessible, willing to provide information and distinctive for their accomplishments and ordinariness or who shed light on a specific phenomenon or issues being explored. It thus makes sense that to answer the research questions one should select these principals to participate in this study.

As views on issues of roles are very personal, the interview was used as a major form of data collection strategy. The researcher also observed the setting (the physical environment) – things like school buildings, classrooms, pictures on the walls of the office and visitors frequenting the schools – because these can reveal much about the leadership roles and what defines the roles of the principal as a leader in curriculum reform. The researcher attempted to observe everything that the eye could see. These observations were recorded. They include a complete description of the setting, the people and their reactions. This provided an understanding of the principals and their social context. These observations also provided a better understanding of what exactly defines the roles of the principal.

4.3 POPULATION AND CHOICE OF PARTICIPANTS

There is a way researchers identify individuals. When considering the participants it is important that the researcher first understands and describes the desired attributes or profile of persons who have knowledge of the topic. As McMillan and Schumacher (2006:344) put it, “Researchers screen each potential interviewee by the attribute or profile developed for the study.”

Through a process of in-depth interviewing, the researcher shapes and re-shapes the sequence of activities and expands his knowledge about his participants. It is important for the researcher to become sociable, making decisions through democratic negotiation. In this study, the researcher

interacted with the participants one-on-one (Creswell, 2007:119). This way a relationship is established that can extract information. In general, the attraction of the interview is a two-way process which is driven by, as McMillan and Schumacher explain (2006:473), key informant interview, individuals who have special knowledge, status, or communication skills.

Some principals serve learners from deep rural communities and this means that environmental conditions such as unemployment, material factors will affect the ability of the school/ principal to be quickly effective and successful.

The reality, though, is that there are principals that serve learners from advantaged communities that are effective and successful. These principals have, over the years, reformed the education. One such principal is Mr. Pulenyane. In the light of the above, it is clear that the ability to cope is defined by different conditions or circumstances.

Some principals are exposed to a wide range of thoughts and feelings and so the researcher allowed them to speak freely during the interview. In this study, it was important to get participants who could, or were willing, to speak in English because the trend of writing and doing research in South Africa is to do it in English. It is also important to involve participants who could practise fairness and explain why things are happening the way they are.

The problem in this research was confined to principals of selected primary and secondary schools of the North West Province. Purposeful sampling strategy was used to select key rich informants (Cohen, Manion and Morris, 2008:102; Creswell, 2009:178; Leedy and Ormrod, 2010:212). A population is defined as events and objects (Leedy and Ormrod, 2010:217) that conform to specific criteria and to which the researcher intends to generalise the results of the research. The group (principals) is also referred to as the target population (Cohen et al., 2008:93). In this aspect, primary school principals and Secondary School principals were targeted in one of the five regions of North West Province as the population of the study. Babbie (2010:110) describes the population for a study as that group (usually of people) about whom you want to draw conclusions. Babbie maintains, we are almost never able to study all members of the population that interest us however, we can never make every possible observation of them. According to Leedy and Ormrod (2010:217), a sample is selected from among the data that ideally could be collected and studied.

The following sampling plan was found to be the most appropriate to follow.

4.3.1 Mr. Moraka

He is the principal of a secondary school on the outskirts of Mahikeng town in a small rural village called Ramatlabama. Across the road a large church building and scattered houses can be found. The school has 560 students from grade 8 to grade 12. There are 14 teachers. Class sizes range from 35 to 60, which needs to be brought to 35 per class to meet provincial norms.

In the experience of the school, students elsewhere have generally attended Afrikaans schools: 'they cannot cope, their information has gaps. These students are generally required to attend extra English lessons in town.

The appearance of the school speaks of a gentle orderliness and Secondary School builds. The principal tries to stick to the values of a normal functioning school. There are many disorganised conditions in and around the school and a visible lack of job opportunities for school leavers. This does not discourage the teachers to emphasise the importance of learning. When there are major disciplinary problems, the chief and his counsellors become involved.

The principal sees his approach to leadership as transformative, starting with the notion that better ideas and solutions to problems often come from staff knowing what to do. Generally, after consulting the S.G.B., he calls the teachers together to contribute their ideas, in addressing problems and challenges he sees in relating to others as important.

In this regard, the principal has a bad relationship with the District Office as they are not willing to come and explain new policies and the curriculum.

4.3.2 Mr. Mosimane

In short, Boikanyo Secondary School provides a picture of what a strong principal might be like in a poor rural village. Boikanyo Secondary School is situated in the centre of a large village called Ramosadi. The immediate surroundings of the school have gravel roads and dense and crowded houses. Many of the students who attend the school come from the village. According to the principal, students live with parents. The school has a separate administration building, linked to a media centre which appears to be well used. The school grounds are well maintained and there are 1200 students and 40 members of staff.

During the interview, the principal was well spoken, articulate and confident. When asked what made the school different, the most often cited reason was 'the staff here knows the purpose of educating rural students.' You have to know what you're coming to school for." In the principal's

view, establishing and maintaining discipline involves everyone at the school: teachers, students and parents. The principal's optimism about the future is a dimension of his empowerment. He is clearly an energetic and dynamic leader. He certainly has a sense of himself and his goals, as well as a sense of agency.

4.3.3 Mr. Bamotse

Makgaba – Phefo is a rural school located 10 km away from the main town Mahikeng. Although it is not too far off the main road, the school is reached by travelling along a dirt road which turns into river during rainy weather. The school is newly built by the Department of Education (DoE). The principal is energetic and tackles different situations by instituting a process whereby solutions can be reached in as democratic a way as possible. This sharing of responsibility has made a difference to the smooth running of the school. The principal likes showing direction, taking control and keeping the school clean.

The principal refers to himself as a curriculum leader. In other words, managing policies have empowered him to transfer policy knowledge to his teachers. No teacher can complain about work overload. But there are some difficulties related to having large classes. Despite two problems of teaching at the school, everyone tries hard to change the traditional teaching strategies. The principal is a graduate from UNISA, he has a B.A. degree His observation is that almost all classes have difficulty completing Mathematics work because of the conditions they live in – parents are not familiar with the new curriculum. The principal is faced with difficulties like being understaffed, teacher development and curriculum development, the illiteracy problem amongst parents. Having said that, the principal has a vision in place in terms of what management would like the school to achieve.

4.3.4 Mr. Gatholo

He is the principal of Kebalepile secondary school in the heart of Montshioa township outside of Mahikeng town, and closer to the North West Parliament. The school was named after a tribal chief even though it's a township school. The school shares its premises with the circuit office, in fact its boarding facilities were converted into circuit offices. There are trees offering shade to staff cars. The principal's office is neat and there are posters on his wall, notices explaining procedures of safety and undertaking trips. The atmosphere in the school is peaceful, though the pass rate for the last 12 years is very low. The school excels in extra-mural activities like soccer, netball and volley ball. But still the principal has to push teachers around to take responsibility for all sorts of things.

He is a leader in charge of all departments and he always says he has a flat administration. The underpinning change identified by the principal was policy change in the curriculum and the school management style. Having said that, the principal openly agreed that a combination of circumstances conspired to upset the attainment of school improvement, this inspired the researcher to interview Mr. Moshotola – Gatholo.

4.3.5 Mrs. Thabana

Letsatsi Secondary School is located in Mmabatho township in the centre of the Central Region of Education Department. The region is predominantly rural with few urban townships. This township was built 20 years ago. The school is an impressive special science school. According to the principal, the social background does have an impact on student achievement, but motivation to study at Medunsa sees them through. The major challenge is to maintain that motivation. The staff is really committed. The effectiveness of the school is attributed to the Education Department's support with scientific learning material. In this school, curriculum in relevant science subjects is taught with greater emphasis on English. The problems identified at the school include changing the mindsets of students to think like scientists. Teaching and learning are central to Letsatsi's main activities.

4.3.6 Mrs. Didintle

Modiredi Primary is located in the township called Unit 8 in Mmabatho. There are a 1000 pupils who also come from the nearby village. There are sixteen male and fifteen female teaching staff. The school's historical achievement is that it was built because the one other primary school intake focused on the children of officials, and so Bodiredi registered many of villagers. There is freedom in the school and the firm control convinced the researcher to interview the principal. The principal gets little support from the Education Department and he tries to get parents involved in a small way. The school has a history of continuing to teach pupils of the village and urban pupils. The overall aim of the school is to improve the teaching and learning in schools.

4.3.7 Mr. Rapelang

Gontse is a Secondary School in the Ngaka Modiri Molema district of education. The school is located in the village called Setlopo village about 10 km South East of Mahikeng town. In travelling

from the town to get to the school, one has to travel along a dusty road, past a few villages. The school buildings are visible and shaped like a long train. Just outside the school yard one sees a windmill. There are soccer fields and a tennis court. Most of the staff commutes to their homes on daily basis. One Mathematics teacher gets a rural allowance from the government.

The principal's office is big. There are posters on her wall, timetables and circulars. Her desk is against the wall allowing her to swing around and face visitors as they enter the main gate. The principal, known to all in the village as Mum, is proud of the achievements of the school. She is happy that a school management policy is in place, that there is nothing to do at this school except study.

The major tension at the school relates to compliance to curriculum change policy. Here the national policy describes school phases as primary and secondary, and so the Secondary School must be phased out to remove contradictions and to be aligned to the new paradigm. To encourage conditions to change at school level the principal promoted a shared school – village discourse. Much of this would need to be done in interactive ways to be efficient and flawless. The principal develops action plans and works together with the management team to implement a whole school development plan. There is always constant alignment with the vision and mission of the school.

4.3.8 Mrs. Morwesi

The Leratong Special Primary school is located in a village on the outskirts of Ngaka Modiri Molema district of education. The school was built to respond to the inclusive policy. There are 200 disabled learners. There are five members of staff including the principal. The school buildings are fairly new. The principal is Mrs. Mashapo – Kgomo, a young loud spoken woman. She was the first woman to be appointed principal during the self governing state, when the school was housed within the hospital.

Teachers are accountable to a small number of learners in the class. Each teacher deals with twenty learners, but there has been the strain and stress about the changes that teachers have to implement. The struggle is to achieve knowledge and the prescribed learners' skills. This causes a bit of hassle as most learners are slow or struggle to understand instruction. Serious problems arise from time to time. The good thing is that the school is not affected by 'right sizing'. The reality is that all staff are committed to an integrated and comprehensive approach to all areas of education. It is an uphill battle to bring disparities even in a special school.

It is a primary school whose greatest success, according to Mrs. Morwesi, has been its integration quality management system. In teaching and learning, the school has done well despite the fact that for many pupils, English is a second language to Setswana. There is a feeling of safety in this school. The principal feels assured that every teacher is doing what they should be doing. There are senior teachers who are working as heads of departments without receiving any financial remuneration for their hard work. All teachers are given the opportunity and encouraged to use democratic management to the extent that issues in the classroom are discussed by the whole school.

4.3.9 Mr. Lebogang

Setlhako Primary is situated 30 km away from Mahikeng town. The neighbouring Secondary School forms one of the boundaries of the school, flanked by the community hall and clinic.

The school buildings and grounds are well cared for the by the Department of Works. There is a well-equipped computer laboratory. The school is focused on curriculum renewal. Most emphasis is on numeracy and literacy. Every teacher starts by teaching concepts and then moves to understanding the subject matter. The school acknowledges that it needs to empower the community through lifelong learning projects.

The principal is committed to following the District circulars to the letter, to deal with poverty and malnutrition. But at times it is the district that causes disruption of teaching and learning by calling the teachers to long hours of meetings and workshops. The principal is concerned with the development of the whole staff of the school in terms of the teaching strategies used, their attitude towards their progression and their pupils. The principal's ability to influence teachers to practise a cognitive style led the researcher to interview her.

4.3.10 Mr. Otsile

Bathobotlhe Secondary School is a rural school located fifteen minutes away from the main town. On the South of the school, the railway line that passes to Kimberly forms the boundary. This railway line is a factor in managing time and values. Some years ago, a mini-bus was crushed at the level-crossing and one child died in the accident. For many years the school starts at 7h30, the reason is that at 7h45 the train passes to Kimberly and all students are in the school yard.

The principal's office is small. There are posters on his wall, train poster, donkey picture, the vision of the school hangs on the wall and the time table and assessment plan for the whole school also hangs there. The curriculum is wide and offers the students choice including Home Economics for girls, and boys like art, music, computers and chess. The relationship between the school and the district is cordial, allowing for more teachers to be provided for the school to continue to produce excellent results. The principal is dependent on the teachers' understanding the strategic planning of the school and the existence of innovations in the formal curriculum areas. The managing policies enhance the quality of the learning process of students.

Most of the time, the principal talked about "the aim is to increase management capacity in teachers to effect change in the whole school, especially to develop a small team of teachers who will be engaged in restoring a culture of learning and teaching." The principal attempts to be flexible in approach to school or teacher development.

4.4 INSTRUMENTATION

This is a descriptive study and so an in-depth interview strategy has been utilised. The main aim of interview data, as explained by Leedy and Ormrod (2010:148), is to record any potentially useful data, thoroughly, accurately and systematically, using audiotapes. They go on to explain that one of the main advantages of an interview is that it can produce in-depth data, which is not possible with other instruments. Mason (2007:24), also supports the idea of interview as entailing, the researcher immersing himself in a research "setting" so that he can experience and observe at first hand a range of dimensions in and out of that setting.

Furthermore, McMillan and Schumacher (2006) argue that an important contribution of the interview as an instrument is the advantage that the researcher can ask for clarification and for more detail and more accurate answers. Mason (2007:62)) notes that the face-to-face interviewing is a two-way process which allows free interaction with interviewees. Here the participants provide the researcher with information that they think is appropriate for the purpose of research. According to Mason (2007:62), the interview is the most popular instrument used in qualitative research to obtain information from participants.

Finally, as pointed out by Mason (2007:63), the interview is flexible for it allows the interviewer to re-adapt the situation to participants. This has been important for this study since the participants were all principals of great experience, who are site managers in their own schools and do not

necessarily lead their schools in the same way. The interviews gave the interviewer a chance to visit the schools and to see what people are doing in the rural setting. As Mason (2007:63), puts it,

meaning and understanding are created in an interaction, which is effectively a co-production involving the researcher and interviewee.

A further aim of interview data, as explained by Leedy and Ormrod (2010), is to bring our attention to what individuals feel and think and do and what they have to say about these aspects in an interview, giving us their subjective reality in a formatted discussion. They go on to explain that one of the main advantages of an interview is that it can produce an in-depth data, which is not possible with most instruments, for example questionnaires. McMillan and Schumacher concur with this by stating that interviews can supply large volumes of in-depth data expeditiously.

Interviews allow for the immediate follow up and clarification of participants' responses. Creswell (2007:134) argues that the interview is the most appropriate for asking questions of a personnel nature, which cannot be effectively structured into a multiple choice format. Mason (2007:67) argues that interviewers need to plan when conducting interviews, especially semi-structured ones and it is important to engage in some detailed and rigorous planning. In the absence of a predesigned set of sequence of questions, the researchers have to prepare themselves to be able to think on their feet during the interview itself. The interviewer has to be ready to make decisions about the content and sequence of the interview as it progresses. Creswell (2007:134) emphasises the importance of staying to the questions, so that the interview can be completed within the time specified. McMillan and Schumacher (2006:205) maintain that during the interview the interviewer should be friendly, relaxed and pleasant and should appear interested in the welfare of the participant. The interviewer is encouraged to first explain the purpose of the interview and ask whether the participant has any questions or concerns.

The methods employed in generating data in this qualitative study were individual interviews, participant observation and the use of unstructured interviews (Leedy and Ormrod, 2010:147, Mason, 2007:62). Semi-structured interview administration of the open-ended questions to a sample of participants, selected as key rich informants from some population was conducted and the interview was administered in two basic ways:

- Interviewers administered face-to-face in-depth interview, reading the items to participants and recording the answer; or
- Secondly, interviewers used self-administered interview to be completed by the participants themselves.

The unstructured interview was employed as a method for generating data in the empirical investigation. The reason for using this method is because the unstructured interview is an important way of communicating with the participants in order to collect data. The use of open-ended interview is of advantage because participants express themselves easily.

Based on this, the researcher allowed sufficient time for each participant to answer the research questions (McMillan and Schumacher, 2006:207).

4.4.1 The researcher and research instruments

Leedy and Ormrod (2010:96) state,

Qualitative researchers are often described as being the research instrument because the bulk of their data collection is dependent on their personal involvement and interviews in the setting. McMillan and Schumacher (2006:144) state that possible roles are complete observer, full participant, participant observer, insider observer, interviewer, and the dual role of participant – researcher. In other words, the roles of participant observer and interviewer are the typical research roles for most forms of qualitative inquiry. Therefore, in keeping with this idea of human – instrument, the researcher, in this study was the key research instrument in the sense that he was the one who collected data by interviewing the participants.

Little doubt exists that the interviewer wants to gain information from the interviewees without also revealing his own perspectives. McMillan and Schumacher (2006:149) point out that interview questions should encourage people to talk about a topic without hinting that they give a particular answer.

When using interviews, the researcher assumes the role of inquirer, listener, technician, and this holds true for this particular study. Throughout the interview process, the researcher guided and managed the process but did not in any way try to control it. This guiding, the interviewer did by means of encouraging the participants with questions like “What is it like to reform the school curriculum.”? And “go on.” As pointed out by McMillan and Schumacher (2006:346).

The researcher role is really many roles, as the field worker acquires language fluency with the participants, interacts to obtain data, establishes social relationships and moves from role sets appropriate for one group to different group sets for other groups.

Therefore, for an interview to go somewhere there has to be some direction or focus. It is important to note that even though the interviewer refrains from exercising too much authority over the process, but allows participants their space, he, nevertheless, still took ownership of the interview because as McMillan and Schumacher (2006:206), put it:

The interviewer should allow sufficient time for the participant to answer and should avoid anticipating a potential answer. This should happen irrespective of the type of interview conducted. In this particular study, the interviewer tried to remain in control of the interview process by doing, what McMillan and Schumacher (2006:204) note, that the interviewer should take special note of any clue suggesting that the participant is uncomfortable or does not fully understand the questions.

Controlling the face-to-face interview process somehow proved to be difficult with principals who did not wish to stay focused on the point. It would appear that for some, it was a time to reflect on too many things, whilst others simply did not want to give straight forward answers. The interviewer, however, still managed to steer those who strayed back to the point. The interview process moved more smoothly with the primary school principals.

Whilst the major role of the interviewer was to interview the participants, he did not only listen to facts, knowing the content of what the participants had to say about thoughts, their feelings and experiences, but also looked at both verbal data and non-verbal data (Leedy and Ormrod, 2010:96). Therefore, throughout the interview process, the interviewer did not only listen attentively, but he also paid attention to the interviewees' body language and how they gave their understanding and information.

The researcher is also responsible for interpretation of data, to discover the meanings, perspectives and understandings. The researcher, as the interviewer, first established rapport and trust with the participants. This was crucial because disclosure builds rapport (Creswell, 2007:124).

4.4.2 The research interview

Interview, as defined by Creswell (2007:140), can be described as “a series of steps in a procedure to:

- Identify interviewees based on one off the purposeful sampling procedures.
- Determine what type of interview is practical and will net the most useful information to answer questions” based on this. The interview is a verbal technique used to obtain

information or as Mason (2007:62) puts it, “a conversation with a purpose.” As a data collection method, the interview can be highly unstructured or semi-structured. Conversely, in a highly unstructured interview, the interviewer typically asks the participant to “tell me about your problems and challenges facing at the moment?” and the participant might provide responses ranging from tasks to roles.

An unstructured interview was used to be able to probe further for clarity. The purpose of this interview was to gain information from the participants to answer the research questions (McMillan and Schumacher, 2006:350). In this study the qualitative interviewing was used as a major data collection strategy. According to Maykut and Morehouse (1994:80), the qualitative interviews average one and a half to two hours in length, allowing for prolonged engagement with the interviewee. By similar means, the researcher collected information from the ten participants working within the average time. From the literature reviewed it is clear that there are several types of interviews.

4.4.2.1 The relevance of the interview technique to the study

The nature of the research, the purpose of the study and the research questions dictate which interview technique is suitable to acquire the type of information needed to accomplish the aims of the study. The research questions depended on the open expression of views and opinions of the participants. The qualitative interview also allows the participants to talk freely, and to explore their own ideas, which according to them may be relevant information.

There is a relationship between the sample and the purpose of the study. This relationship forces the researcher to seek or collect information needed from participants and must be exploratory and explanatory, therefore in this study, qualitative interviewing assisted the researcher to obtain information from people, to get a general understanding of what is most likely to be useful information to the researcher. The research approach is a qualitative case study and a face-to-face interviewing which provides a two way process which allows the researcher to interact with participants, thus facilitating a more probing investigation than could be undertaken with close questions which limit flexibility.

There might be many roles that the participants may be playing in their schools as leaders to meet the challenge of the principal's role in curriculum reform that the researcher might not have thought of and therefore could not have been included in his/ her questions if he was to use an interview technique that necessitated preparing questions beforehand. McMillan and Schumacher (2006:350)

explore some of the reasons why interviewing is the primary data collection strategy in the present study and that the researcher must therefore select interviewees who have knowledge of the topic. McMillan and Schumacher (2006:340) argue that most qualitative studies are exploratory or explanatory and aim to understand people's views of their world. Thus, one would argue that the interview technique, can assist and in this study it did assist to produce situated knowledge (Mason, 2007:62). According to him, qualitative interviewing therefore tends to be seen as involving the construction or reconstruction of knowledge more than the excavation of it. This is because much of the information from the face-to-face interviews is qualitative in nature.

Since the participants were principals, it was assumed that they were people already working in the situation and able to express themselves clearly and since the researcher/ interviewer was himself a principal, it was important to use a method that would allow for some form of structure. Otherwise the participants might be tempted to use the interview as an opportunity to address whatever issues they might have about unity of purpose in the world (Liphapeng, 2008:119). Thus, the interview guide, as McMillan and Schumacher (2006:340) refer to it, assisted the interviewer in steering the interviewees in a direction that would address the interview question. It also assisted the interviewees not to talk generally about things that do not impact on their role. At the end, the researcher was responsible for the process, depth of discussion and the control of time.

4.4.2.2 Informal conversational interview

This is the most used technique and consists of meeting people and collecting information from different people and it is less systematic. According to McMillan and Schumacher (2006:351), in this interview, questions emerge from the immediate questions and are asked in the natural course of events, there is no predetermination of question topic or phrasing. Here an informal conversation is an integral part of participant observation. The researcher recorded in writing notes when the Director General of Education described to principals the five major roles they should choose to sign performance agreement with the employer.

4.4.2.3 The unstructured interview

Creswell (2007:130) indicates here that there are the following interview notes:

- Conduct an unstructured interview, audiotape the interview, and transcribe the interview.
- Conduct a semi-structured interview, audiotape the interview and transcribe the interview.

This was useful for the study, as the purpose was to understand and explore the role of the principal as a leader in curriculum reform. In addition to the above, Maykut and Morehouse (1994:81), indicate that informal conversation initiated and guided by the researcher while in the field is a kind of unstructured interview. With one's focus of inquiry clearly in mind, the researcher tactfully asks and actively listens in order to understand what is important to know about the setting and the experiences of people in that setting.

4.4.2.4 The interview guide and interview schedule

The first thing is to recognise that the major steps in constructing an interview guide is the same as in preparing the interview. It requires knowledge of justification, defining objectives, writing questions and deciding on the general form. Maykut and Morehouse (1994:83), describe interview schedules as a series of topics or broad interview questions which the researcher is free to explore and probe with the interviewee (Cohen et al., 2008:271).

4.4.3 Characteristics of qualitative research

According to Creswell (2007:36), these are essential prerequisites to conduct a good qualitative research:

- It places emphasis on the study of research problems inquiring into the meaning that individuals ascribe to a social or human problem.
- The qualitative researcher tends to collect data in the field at the site where participants experience the issue or problem under study.
- It requires the researcher to be the key instrument in collecting data.
- The researcher must use multiple sources of data.
- In dealing with analysis, the researcher must use inductive data analysis.

Participants' meanings: Here the researcher keeps a focus on learning the meaning that the participants hold about the problem or issue.

Holistic account, it is important for the researcher to try to develop a complex picture of the problem.

Therefore, in this study, these characteristics provided the hope to get rich information from participants about answers to the research questions. Also the characteristics assisted the researcher to be closed to the participants involved, and made sure that the researcher sticks to meanings as much as possible. This pattern of relationship or behaviour necessitated a great tolerance, understanding and patience on the part of the researcher when there was any need for the postponement of the interview.

4.5 DATA COLLECTION PROCEDURE

The data collection procedure starts with all the preparations to go into the field.

4.5.1. Entry in the field

Firstly, a letter asking for permission to conduct research in the North West Province was written to the Deputy Director General of the Department of Education). In the letter the researcher explained the reason and purpose of the study. He also described the intended use of data that he would be collecting from the principals. The letter to the North West Province Education Department and the letter granting permission form part of the appendix in this study (See Appendix 2: page 262).

An assurance of confidentiality and protection of the participants' true identities was given. The researcher also asked the principals for their permission to participate in the study. It was important for the researcher that principals should participate in the study because they are the only ones who can provide indications of what defines their roles as leaders. It was important for participants to share ideas freely with the interviewer without being bullied into participating in the study.

Consent from the participants was achieved in the form of a dialogue. As Leedy and Ormrod (2010:101) put it, participants in the study must be informed of the purpose of the study and how the information that he/she gives or the data collected would be used. Creswell (2007:75), in discussing data collection in case studies, points out that it is extensive, drawing on multiple sources of information.

4.5.2 Confidentiality and anonymity

Since the researcher happens to be a principal employed by the North West Province Department of Education, it was important that the participants understand that he was not collecting

information that might be used against the DoE. He informed them candidly of the confidentiality and the purpose of the study.

The researcher also explained to the participants that to ensure confidentiality and anonymity he would not use their real names. Whilst some features of their school have been described, the descriptions are very general, making specific identification virtually impossible (Liphapeng, 2008:123). Therefore in this study the participants' identities as well as the names and identities of their schools have also been protected. As Leedy and Ormrod (2010:101) put it, the researcher has the responsibility to protect participants from harm, even the smallest amount of psychological discomfort or unnecessary physical harm.

4.5.3 Rapport building

From the first meeting with the participants the researcher tried to be as friendly and honest as possible with them. For the researcher, it was important that the participants should be able to trust him and feel highly respected by him. Indeed Creswell (2007:123) explains, the participants must get a feeling that the researcher provided enough information about their protection as human subjects. In this study, such disclosure helped to build rapport.

The researcher assured the participants that the aim of the research was not to judge them or interfere with how they manage their schools. This was a further attempt of the researcher to establish rapport and to build a trusting relationship with participants. McMillan and Schumacher (2006:335) note that rapport is built by caring and fairness from the researcher. Thus in this study, the researcher provided a sense of caring as part of his thinking, actions and personal morality.

4.5.4 Interview process

The interviews all took face-to-face format. The interviews with the principals started with a general question and then progressed to sub questions that went like this: "What defines your role in this school?" Now can you tell me how you improve learning and teaching in your school? Are there any challenges facing you at present?"

The researcher made sure that each participant covered the topic areas in his or her interview guide. The interview guide forms part of the appendix (Appendix 3). The guide comprised open-ended questions to allow participants the freedom to express their views without fear. The topics in the guide could be covered in any order. The interviews were led by the participants because this was the only way thick descriptions could truly be enhanced. At the end of each session, the researcher thanked the participants (Cohen et al., 2008:349).

4.6 VALIDITY

Cohen et al. (2008:133), explore the question of validity and conclude that in qualitative research claims of validity rest on the data collection and analysis strategies. In this study, the researcher used data collection strategies which enhanced validity. This is because the researcher wants to take great care to ensure that the methods are reliable. The following strategies were employed to enhance the validity of the data collected.

4.6.1. Internal validity

The researcher posed open-ended questions for the participants to describe their roles. It is for this reason that the researcher used interpretive validity to construct the participants' meanings, intentions, beliefs and attitudes towards what they do. Leedy and Ormrod (2010:100) mention that validity in qualitative research is described by terms such as credibility, trustworthiness, conformability and verification. All these controls were included in chapter one. The researcher indicated the fit between research questions and data collection techniques. The researcher actually observed what he thinks was to be observed and asked probing questions to understand the meaning in the same way as participants understood them. This way the researcher was able to take care of the threats to the research study by not confusing the actual observations with the researcher's interpretation of them (Leedy and Ormrod, 2010:148).

4.6.2 External validity

The researcher offered explanation of the site and subjects of the study. The aim of the study is to extend the understanding of the role of the principal. This is achieved by giving a thick description and in depth understanding of the study. According to Cohen et al. (2008:108) it is important for the researcher to provide clear and detailed description so that other researchers can decide the extent to which the findings form one authentic piece.

4.7 RELIABILITY

McMillan and Schumacher (2006:183) define reliability in qualitative research as the consistency of the researcher's interactive style, data recording, data analysis and interpretation of participant meaning from the data. Creswell (2009:232) mentions that qualitative reliability indicates that a particular approach is consistent across different researchers and different projects.

Qualitative validity refers to the researcher checking for the accuracy of the findings by employing certain procedures (Creswell, 2009:232). In summary, validity in qualitative research helps to:

- Make sense of validity interpretation
- Measure or observe and identify what you say you are
- Reliability involves the accuracy of your research methods and techniques (Mason, 2007:39).

4.7.1 Reliability in qualitative research

In the present study, it was important for the researcher to make the following design aspect explicit. The role of the researcher was explained in chapter one as participant observer. The selection of informants was done according to the requirements of the study and indicated as the participants. The subjects and the context of the study were explained in full. The data collection methods were multi method techniques. Member checking was exercised and participant review was allowed. According to Creswell (2009:190) qualitative reliability indicates that the researcher's approach is consistent across different researchers and different projects (Gibbs, 2007:4). The literature describes reliability as the extent to which different researchers will discover the same roles of the principal and participants agree about the description of the phenomena (Creswell, 2009:190; Leedy and Ormrod, 2010:100; Mason, 2007:187).

4.8 VERBATIM ACCOUNTS

Since this study is about the participants' interpretation of their roles in curriculum reform and problems and challenges facing them in schools, the interviews have been phrased in the participants own language. Direct quotations from the data collected through interviews have also been presented in the study. This has assisted the researcher to check if there was agreement on the meanings of their statements.

4.8.1 Tape recording

All the interviews conducted with the participants were recorded with a tape recorder. It was easy to retrieve all of the information each participant had given. The tape recording assisted in transcribing even the pause so that no information was lost. The tape recorder provided a verbatim account of activities and events. Creswell (2007:209) describes reliability as:

obtains detailed field notes by employing a good – quality tape for recording and by transcribing the tape. Also the tape needs to be transcribed to indicate the trivial, but often crucial, pauses and overlaps.

The researcher first asked each participant whether he/she would mind if he used a tape recorder. He did this because he was aware that some people might prefer to give information without being recorded, mainly because of this country's controversial information bill. Fortunately, most participants have been involved in such research many times. No one had any problems with being recorded.

4.8.2 Data review

After the interview had been transcribed each participant interviewed was asked if he/she would like to review his/ her interview transcript. This was done so as to afford them the opportunity to modify any information or interpretation recorded by the research (Liphapeng, 2008:128).

4.8.3 Triangulation

According to Leedy and Ormrod (2010:99) triangulation is used in all types of qualitative study, and it refers to the process of using multiple data collection methods, data sources, or theories to check the validity of the findings. If similar themes are noted in data collected from a variety of sources the credibility of the interpretation is enhanced. The researcher used a combination of data collecting methods to ensure the credibility of the study.

4.9 CONCLUSION

The research approach used in this study provided a broad framework. The following issues were closely examined by the researcher:

- The main research questions of the study e.g. what determines the role of the principal as a leader.
- The main part of the study was in curriculum reform exploratory and aimed at understanding the events and activities of principals.
- The primary purpose of the research was to understand the roles of ten principals.
- The methodology used included tape-recording of interviewees' responses.
- The researcher was the key instrument for collecting data.

In conclusion, it is possible to carry out an in-depth study of an individual case or small number of cases. The researcher is aware that, when recording an interview, it is easy to give more weight to

some arguments and opinions than others. In this study, the researcher focused on what principals do, which activities they engage in, and how they carry out certain activities.

Any research inquiry must be conducted for some clearly defined purpose. It should not be a random amassing of data but must have a strategic plan to arrive at the research answers.

At best, researchers must critically reflect on their evidence to make sure that it is accurate and reliable. As McMillan and Schumacher (2006:8) put it:

Use methods that allow direct investigation of the research question. A method is only judged in terms of its appropriateness and effectiveness when tested by multiple methods.

The qualitative approach used in this study provided energy for the researcher to discover and seek the meanings that participants attach to the behaviour. Any research inquiry must be conducted for some clearly defined purpose. Thus, in this research the main purpose was to understand how participants interpreted their situations and what their perspectives are on issues such as unfavourable conditions or circumstances that keep on defining their roles. Data collection was purposeful to choose key rich information to arrive at answering research questions. Clearly the researcher reflected on his/her evidence to make sure that it is accurate and reliable. As McMillan and Schumacher (2006:8) put it:

Use methods that allow direct investigation of the research question. A method is only judged in terms of its appropriateness and effectiveness when tested by multiple methods.

In this study, the purpose of the study provided the researcher with a focus to describe what principals do, explore which activities they engage in, and how they carry out certain tasks. This was because the researcher was not able to give more weight to some arguments and opinions than others, he tried to be completely unobtrusive as a participant observer. The interviews were all tape recorded. The main part of the study was exploratory and aimed at understanding events and activities of principals. Leedy and Ormrod (2010:147) argue:

The researcher shifts focus from one thing to another as new and potentially significant objects and events present themselves.

Therefore, in this study, the researcher was the main research instrument. First, he was able to negotiate access in establishing and maintaining rapport. This made the research to be a construction in natural setting. The researcher considered the need to balance, and include saturation, sampling and reflectivity. As McMillan and Schumacher (2006) put it,

The validity of qualitative research rests upon three main features: unobtrusive measures to ensure data reflects the natural scene studied, participant validation and the use of triangulation.

The researcher was not able to give more weight to some argument and opinions than others, when recording the interview. The main part of the study was exploratory and aimed at understanding events, and the activities of principals. Thus, in this study, the researcher used unobtrusive measures as the key instrument.

In summary, the open-ended interview, semi-structured interview and observation was employed as methods of generating data because of their highly recognised advantage and emphasis placed on triangulation in research.

In this chapter the methodological dimension of the research study has been described in detail. The chapter concluded with a short description of rapport building.

The next chapter presents and discusses the analysis and interpretation of qualitative data of the research study in depth.

CHAPTER 5

DATA PRESENTATION AND ANALYSIS

5.1 INTRODUCTION

The audio-taped interviews were transcribed. The interview transcripts were systematically arranged and descriptions were transformed into interpretations. According to McMillan and Schumacher (2006:364), qualitative data analysis is primarily an inductive process of organising data into categories and identifying patterns among the categories.

This chapter aims to present an analysis of data and to describe the procedure in section 5.2. It will explain data interpretation in section 5.2.1. It will also describe the participants' interpretation of the determinants of their role in section 5.2.1.1. Thereafter, it will discuss themes and different sections, effective principal in section 5.2.1.1.1. Supervising teaching in section 5.2.1.2. coordinating learning programmes in section 5.2.1.1.3. It will explain reform in school in section 5.2.1.4. problems faced by principals in their school in section 5.2.1.1.4.1. Thereafter, it will explain the challenges faced by primarily school principals in curriculum reform in section 5.2.1.1.4.2. This chapter will provide a detailed description of the principals' distinctive roles in section 5.2.1.1.4.3. It will explore preparation of themes for the changing school life in section 5.2.1.1.4.4. Finally, it will explain understanding the principal's role.

Political events like teacher strikes and bargaining councils. National events, Regional events, beliefs and policies impacting on the principal's role as leaders in curriculum reform. Also, the contribution of the N.W Education and creation of the model to assist principals to be curriculum reformers.

According to Mouton (2001:108), analysis involves "breaking up" the data into manageable themes, patterns, trends and relationships. The aim of analysis is to understand the various constitutive elements of one's data through an inspection of the relationships between concepts, constructs or variables, and to see whether there are any patterns or trends that can be identified or isolated, or to establish themes in the data. Leedy and Ormrod (2010:140) concur with this explanation that, the analysis typically proceeds in the following fashion described below.

5.2 PROCEDURE AND ANALYSIS OF DATA

The information obtained is organised into a logical structure.

- Describing a typical day in the life of the group or of an individual within the group.
- Focusing on critical events for the group.
- Developing a story, complete with plot and characters.

The data is categorised according to their meanings, patterns, regularities, and critical events identified.

The transcripts were read several times so as to get their full meanings or what you think you can infer from them (Mason, 2007:149). In order to organise the data, the interview transcripts were coded. A coding system suggested by Leedy and Ormrod (2010:153) was used. The system involved organising the data in the form of stories, sentences, or individual words; perusing the entire data set several times to get a sense of what it contains as a whole and identifying general categories or themes to get a sense of what the data means. Lastly, integrate and summarise the data for the readers. (Appendix 4 for raw data)

5.2.1 Data Interpretation

The general nature of the group and its practices are inferred from the categories, meanings, and patterns identified. The researcher recognises that the themes analysed in this study relate to the research questions and aims of the study. The procedure involves examining the meaning of people's words and actions. Creswell (2007:148) mentions three analysis strategies. Data analysis in qualitative research consists of preparing and organising the data for analysis, then reducing the data into themes through a process of coding and condensing the codes, and finally representing the data in figures, tables or a discussion. Furthermore, Creswell notes that the central steps of coding the data involve combining the codes into broader categories or themes and displaying and making comparisons as the core elements of qualitative data analysis.

Many themes emerged from the stories of the participants. In this chapter their accounts are analysed under those headings. In the data analysis, Leedy and Ormrod's (2010:143) constant comparative method has been used. This is a process of moving back and forth between data collection and data analysis, with data analysis driving later data collection.

In this study, two patterns of meaning making emerged from the two groups of participants. Primary school principals and secondary school principals construct understanding differently. The primary school principals see their roles as curriculum reformers directly involved in reshaping the learning

and teaching according to their own contexts. Improving the learning environment and making sure that learners are neat, for the promotion of good health and relevant information.

On the other hand, the secondary school principals interpret their role as developing students in relation to the country's priorities. That is, creating a disciplined human resource that is prosperous and democratic. This reflects alternative practice. It is important to point out that this chapter is simply an attempt to organise the prevalent issues of the transcripts. The researcher believes that the topic headings which emerged from their stories are significant, as to support the discussion which follows, excerpts of their stories have been used.

5.2.1.1 Participants' interpretation of the determinants of their role.

During the interviews with the ten principals, it became clear that they clearly understand what defines their roles. The principals implied that simply heading the school was, in itself a reflection of activities and accounts of their roles.

Mr Otsile said this, about understanding the definition of roles.

As far as challenges are concerned, I have had policy mandates put aside by the district manager to increase my workload and I understand that clear policies for staff recruitment will never be in the hands of the principal and the principal has a continuous challenge of making sure that the staff is satisfied with their work environment so that they can keep improving their performance (Appendix 4: pg 331).

Mr Mosimane had this to say:

My understanding of these roles is that some roles can be repeated from year to year, in the sense of short-term plan or long-term plans. I think that all management function focus on achieving basic educational goals such as children knowing how to read, write and do Mathematics. All this is achieved to the vision of the school and mission. In addition to what I have said, you know my roles include instructional supervision, teachers have to perform numerous tasks every day in order to make the smooth running of the school effective. I am hoping this is enough to judge if I understand my roles as the principal.

The interview agreed that the participants know their roles.

R: Okay, you real understand your roles, you somehow determine what will receive attention and what will not. Now can you tell me how do you reform your school? I would like you to tell me how you describe reform in your school. Tell me everything about what defines your role, what the

particular role of the principals is like, as well as the broader political role, social role (locating the principal's role in micro and macro context)? Are there any other particular tasks – particular things that you do as being distinctive roles?

To them a curriculum leader meant locating teachers' work or duties or it was quite interesting to note the way Mrs. Morwesi understood his roles. This is what he had to say:

I try to make teachers rededicate themselves a new and improve understanding of what special resources are to be used and planning what to be done with learners to be aligned to school reform or improvement (Appendix 4: pg. 321).

Mr Gatholo

You see these are traditional roles of any principal. The most important roles are by all means activities you know, but I will tell that motivating students, I make sure I build within them success, I show them in my learning area that they can select learning which suite their interest and practice materials to master classroom practice (Appendix 4: pg. 305).

Mr Rapelang

I have observed many times that teachers' prior knowledge is usually concepts clarification, followed by teaching understanding by linking concepts to facts and then comprehension is tested.

This leads one to conclude that understanding can be achieved from a particular perspective. Sharing activities, responsibilities and tasks amounts to understanding because as Glanz (2006:44) argues, such activities and strategies form the basis for any topic to be covered in the course of the school year.

What is suggested here is that principals at a particular place would engage with different tasks which ultimately point their understanding or not understanding of their focus in their professional career.

Understanding roles is the readiness to make or change decision without looking at a neighbouring principal's activities. The complex interaction of many factors in the school affects how principals understand and succeed in mastering the tasks appropriate to implementation of change. In view of this, situational analysis by principals leads to increased awareness of the significant role differences and broad patterns of leading curriculum reform in schools. Again, the complex interaction with responsibilities, tasks and roles makes participants to perceive their role as difficult and impossible.

The primary school principals, in terms of what defines their role in curriculum reform, indicated that learner achievement is a determiner of the functions, tasks and responsibilities. In such a situation, the principals use complex and abstract thinking to encourage teachers and learners to inform their learning by reading and researching. Learner achievement is best described by the emphasis on a combination of work and division of work. The social role is one that encourages teachers to be flexible and understanding of each role especially in cases where principals work with different stakeholders through assisting with the acquisition of theoretical general knowledge.

The female principal who heads a Secondary School differed a little from the other principals on what defines her role in curriculum reform. She indicated this as that which provides access to participation in different situations, keeping her leadership style flexible enough to respond successfully to different people (district managers, Governing bodies, teachers and learners) and under different circumstances. What defines her role depends on the circumstances and their specific determining factors such as flexibility, value, and participative management and constraints. For this reason, the principal often finds herself in situations where she is fighting for causes, organising and guiding processes or being involved in communication.

“I communicate with others a lot and I often want to save those who are in trouble”

From the above statement, the principal is involved in setting standards and controlling learning programmes in a participative management approach and also guiding dialogue over an issue and ultimately supervising the tasks before the forum in a flexible way. The principal gave further insight that, providing and having knowledge of the different people’s social backgrounds assists the principal to impart information through regular meetings and workshops. In this way, the principal is responding to the needs of society to work well with others.

Therefore, the principal’s main role is to prepare learners for the changing school life. Flexibility increases productivity and more tasks get done. Every teacher is responsible for various duties such as achieving more than just general knowledge, which encourages all to solve problems and to have an open-mind to social issues. Therefore, the principal becomes less dependent on tensions and legal power and she is able to rely on her decisions and discretion.

In this phase, the primary school principal has the ability to do the task of reforming the curriculum (content) planning and curriculum implementation including the agreed upon tasks and using a low people-oriented and a low task-oriented approach. Therefore, flexibility offers the task and the responsibility and authority needed to execute the task to the staff and learners.

As a result of making every task flexible according to all the stakeholders, particular interests and innovative ideas have been produced on various aspects of curriculum development activities such as the philosophy behind curriculum design, parents' meetings and the school as a centre of learning. As a person, the thing most important to the principal as a leader in curriculum reform is to achieve something out of curriculum reform. This includes the development cycle which principals follow in dealing with change or real life change. In this development cycle, the principal adjusts her/ his planning control, guidance, organising and evaluation process to the task function or responsibilities and only explains what the activity demands.

In this phase, the primary school principal's role as a leader in curriculum reform is defined in accordance with the requirements of the National Curriculum Statement, the legal power authority of his or her position, the needs of the group interest in education, and the values to which different stakeholders subscribe.

What defines their roles as second school principals?

- Modification of human behaviour defined by communities beset by
- Deprived political, social and geographically poverty stricken area.
- Contradictions
- Conflict between principals' values, beliefs and principles.
- Failing practical experience of the principal
- Disagreeable personality peculiarities.
- Failing process of incapacity
- Teachers must possess the skills necessary for the acquisition and application of subject knowledge.
- Change agent blocked by district manager
- Teachers (SMT) are communicators of factual contents.
- The tasks of the teacher to implement teaching-learning overwhelmed by overcrowding.
- Good subject teachers.
- What teachers do, depends on their ability to control the classroom.
- Understanding learners' problems helps maintain order.

Six out of the ten secondary school principals commented on what defines the principal's role. Social contexts influence the work, planning and organisation of the principal. There is an onward interaction at levels of the planning and organising. The environment does not contribute to service standards or improves learners' ability to learn. The environment dictates the principal's role in a complex way, but effective learning is not improved by new changes. For example, new subjects do not seem to add to learners' intellectual abilities. Having qualified teachers does not guarantee that you will achieve better results in national standard examinations. Choices that the principal makes also define his/her role to a greater extent. Participants in this group were critical of cultural influences, the character of learners they have in the school and skills that teachers possess and aspire to develop to as assisting their role as active teachers. The differences in the way the school community perceives school knowledge, makes things difficult for using the role to improve, to change and to innovate.

This group offered comments that criticised the district using words as confusing our planning, providing learners with new teachers every six months and "creating ineffective schools called trap schools." This group of participants suggested that it was not good enough for teachers to be retrained in different subjects they teach but to also help learners understand the learning programmes and learning processes and special programmes from the district.

The participants' emotions clearly define their sense of involvement with learners and events. Even if these principals try to restructure the structures and implement policies, their schools remain "trap schools." This factor suggests that the schools focus on achieving better results in the National Standards Examination and the participants were critical of the fear imposed upon them by being categorised as ineffective principals.

Considerable attention has been paid to curriculum management and practice, including outside help from subject advisors but this is not able to help principals see curriculum as a process that advantages and disadvantages others. For example, the comment from one of the six groups was,

It is my observation that many school principals like myself fail to run their schools, modifying behaviour and driving teachers to spoon-feed learners as we are teaching too, spoon-feeding serves as an anchor force behind successful schools.

Five participants offered contradictions between them commenting on not adapting their roles to strong leadership, having no coverage to cover just the narrow district goal to improve learner achievement and that change does not happen in the community and so it will not happen inside the school.

This group suggested that the principal has always been at the centre of social turmoil and change throughout the past twelve years and it is only over the past year that she/he has been caught in the service delivery cross-fire.

Contradictions of the participants have varied considerably. First there is the contradiction stemming from social change and the demands that this leads to, makes on the principal's role in curriculum. Secondly, the flaws and bureaucratised demands tend to be inflexible and reject innovation. There are various goal conflicts in the principal's planning and that of the district. The principal offers equal opportunity to all whereas the district emphasises quantity learner achievement, at the expense of quality.

The formal role of the principal can no longer be managed to prepare learners for the task of learning from the text books and answering question papers well. The notion that principals can only achieve by showing concern for the whole school community is losing ground as many learners have not taken the position to emancipate themselves from spoon feeding.

5.2.1.1.1 Effective principals

Effective principals are more concerned with the accuracy and completeness of their roles, whether the role demands quality teaching and learning or appropriate teaching strategies. They are creating a culture of learning differently from the way it is viewed by principals of schools with large number of learners. The participants regard participatory management as a fit between what defines their roles and what actually occurs within their schools (cf. 1.8, pg. 35).

Participants have a different view of the concept of role expectation. The principal's major role is to motivate the subject teacher to achieve the year to year consistency in learner results of the teaching strategies used and administration of learning programme. Supervision is a personal and even intimate kind of participatory curriculum management in which the principal himself or herself is observing the progress of the classroom learning and interacts with the slow learners or through personally handling afternoon classes for these learners.

Participants keep achieving high standards in the National Standards Examination by using a combination of management and leadership concepts. The participants suggest that it is therefore, preferable to have only one direct head to report to. This helps learners, teachers and parents to understand the meaning of roles in the same way as the principal.

In this regard, no controversial knowledge or information poses any uncertainty for the school community. The teachers are leaders in implementing their self knowledge teaching strategies. Teachers are directed by the school's vision. From this, it is evident that the principals have a key role in the realisation of the reasonable demands and that the requirements of any of the leadership demands or management demands are considerable. The participants mentioned that "the principal principles, values and beliefs are showed by school community" and this drives and shapes the principals' role in curriculum reform. The principal emphasises development in a differentiated manner with regard to all the qualities of work within the classroom.

In one way or the other, principals give expression to the general knowledge and the school vision which directs their roles. The principals of the effective schools commented that their work is made easy, because teachers are friendly, cheerful and have sound command of the factual content of their subjects. Teachers truly possess the skills necessary for the acquisition and application of learning the knowledge.

The principals commented that the responsibilities allocated to learners or teachers are in line with their ability and authority. The teachers are qualified to take responsibility for the attainment of the required results and that they have the freedom to make the decision in order to achieve these goals. Apart from being knowledgeable to do the work, these teachers are never absent from school and very few belong to militant unions. Everyone in the school community makes it his/her business to maintain a suitable teaching and learning environment with minimal interaction from the district or circuit managers.

Although the effective principals have many similarities, it is important to note that the schools are classified as urban high and one is situated in a rural area. One principal also commented that leadership demands do define his role and this demands that he possess significantly high technical skills for the tasks or functions at hand. The different situations arise and are solved by applying a range of roles with varying degrees in different situations. The principal relies on the best people to do the tasks, people who are committed to the progress of the schools. For example, the former students association concentrates on the values, respect and understanding year in, year out.

Participants follow the same patterns within the schools in planning and supervising activities within teachers as instructional managers, they plan the work to achieve positively and create classroom atmosphere by following binding rules while lesson preparation and presentation follow the same pattern.

Primary school principals commented that the changes of the curriculum are unavoidable and learners need to be equipped to cope with responsibilities for the future. The most important problem is that the principals are unable to guide teachers in making sure that as learners acquire knowledge in the form of skills they are developing their potential.

Problems shared by the principals, is that teachers lack the natural skills to guide learners to know and use their potential. Teaching becomes simply the transferring of facts and does not change the feelings, beliefs and attitudes of the individual learners. The participants indicated that they view their problems as anything that is difficult to understand. For example, teachers influence learners through teaching to take responsibility for their lives in the classroom, but this is not useful knowledge to be achieved or learners do not show advancement in this regard.

This indicates that, all teachers concentrate on separate roles development and not holistic development. It also indicates a practical problem, disorderly and dependable learners. Teachers, through their subject knowledge, teach singular (thing) prescribed knowledge of the particular subject. The participants confirmed that they are not coping with the demands induced by the curriculum reform. They try to mentally remove themselves from a situation to examine teaching objectively and analyse the cause of the problems.

For example, in controlling knowledge, the participants find it difficult to deal with what has been learnt. Teaching skills of jobs like domestic work, farm work or building and working in office houses do not appear in school knowledge. The participants further indicated that learner centred learning is a problem difficult to understand. Learners are unable to follow the teachers' instruction on the task to be done and there is nothing teachers can use to make learners substance wise.

5.2.1.1.2 Supervising teaching

In today's change, you expect principals to effect curriculum change by organising, planning, controlling teachers plan files, scheme of work and lesson plans. This is done by the principal visiting the classroom and making things happen in and around the school. Then principals monitor the head of department priorities, achieving functional responsibilities like achieving prescribed knowledge. Principals use supervision to take part in teaching and learning. This is what participants had to say about supervision. (Appendix 4:pg. 310)

Mrs. Tabane had to say:

"But there is a lot bureaucratic processes that hinder my attempt to empower learners to be generators of knowledge, my role as a leader is to supervise teachers to achieve prescribed outcomes."

Mr. Maroka:

I think I understand my roles very much as multiple activities. I also understand my roles as multiple activities inspiring others and motivating them to accept rapid change, and achieve goals. There are those duties that I achieve just by following the vision (Appendix 4:pg. 296).

Mr. Lebogang

...very cooperative and always in this way their involvement in the community becomes that of supervising rather than executive authority (Appendix 4: pg. 326).

5.2.1.1.3 Coordinating learning programmes

Of the ten principals interviewed seven indicated that they are or have in the past coordinated learning programmes to improve curriculum. This was in spite of the fact that some of these principals are graduates but do not see coordinating learning programme as a tool to uplift enrichment programme. The other principals indicated that they are coordinating to combine practices so that this can improve learning. Principals like these are in the right direction. Glanz (2006), argues that understanding the best practices means knowing how to control teaching and learning (Appendix 4: pg. 299).

Principals who did not use coordination did explain that they use guiding as a tool to improve learning, that is, guiding teachers to use particular teaching styles and learning styles. When probed, one indicated that guiding is pointing the way to how to do things and that they preferred guiding more than coordinating. From the interviews though, it is clear that principals were aware that using management functions or leadership responsibilities was something they had to decide on. For instance, Mr. Mosimane had this to say:

I have been principal over twenty years, and I have employed coordinating as a cyclical management function. My understanding of these roles is that some roles can be repeated from year to year, in the sense of short term plan or long term planning. I think that all management functions focus on achieving basic educational goals such as children knowing how to read, writing and to do Maths. All these are achieved through the vision and mission of the school. He seemed to be aware that different conceptions can achieve different things in schools.

Previous research findings have indicated that most principals are still using coordination to improve their school learner achievement (Dimmock, 1995:10) (Appendix 4: pg.296).

Five participants mentioned that learning happens in opposite of what is suggested by the policy. For example, teaching reading in the primary school depends mostly on the teacher, unlike in advantaged schools where parents are involved because they know the content of reading. Here, in the North West Province, parents are not highly educated or have no time because of the economic activities in which they are involved. So, group work is not working and the participants have to allow flexibility of the policy and ask teachers to use themselves as role models. This is the real situation which presupposes an ideal situation where the entire nation is literate.

This indicates why learners are having difficulties in reading and mathematics literacy, especially where learners come from homes where most, if not both, parents are illiterate or do not have books in the house. Learners are quite unfamiliar with words or learning support material presented in class. Most learners will be awarded the group leaders works, but day-to-day specific performance is done by the few lucky ones. The policy is not to be used as a syllabus and this makes it difficult for the principal to check if the topics or themes are appropriate to achieve policy intentions. The participants in the primary school agree that the bottom line of policy interpretation for teachers and themselves is a process going in the direction of organised confusion.

In the primary school category, none of the participants rejected the introduction of the new curriculum and shift to lifelong learning outright, although a small minority of secondary school principals considered the curriculum framework to be a big problem as a guide for teaching and learning. About half of the participants believed that using the aim and objective approach and knowledge approach simultaneously assisted them to be effective. Development of learning programmes, it was felt, was not an event done hands on by schools, but is a process tackled by the minority of individual principals. The curriculum development further entails the recognition of primary principals, who are engaged in writing books in mother tongue “Setswana”.

Some participants felt that to foster willingness to share ideas is fruitless as learners cannot abstract complex meanings and ideas, even when teachers attempt to adapt the curriculum to become more learner friendly and skills orientated.

Principals use coordination to take part in teaching and learning. This is what participants had to say about coordination.

All the problems I have at school. I blame an inspectors (ISC) changing functions from leading and guiding to coordinating learning material and support services.

One principal went so far as to remark that selection of content cannot be done by teachers, you must go according to the textbook because of the importance placed on achievement in the National exams.

Mr. Rapelang

So, I can say that improving learning can be done by coordinating information from new textbooks from home to school. I have improved teachers qualification for last past ten years, all teachers my school have registered with a university and learned new knowledge.

Some felt that their own development can equip teachers and learners active way of learning but unfortunately there is no facility for principals of all school categories to be empowered in policy interpretation.

Mrs. Morwesi

I mean the scopes of my roles ranges from relatively small activities, such as explaining the school vision, to large coordinating of programs and using empowerment orientated approach to leading curriculum reform.

Most participants held that despite the district inequalities in distributing teachers by deploying them, they try hard to achieve the goals.

Mrs. Morwesi

I take active interest in the coordinating learning by making sure that all teachers have a plan of assessment, lesson plans, assessment tasks and that written work is done enough to give learners and teachers the opportunity to reflect on their work.

Mr. Bamotse

Why I say this, if as I believe, it is in keeping of coordination of activities.

5.2.1.1.4 Describing reform in your school

Most principals described the changes inside their schools and teachers qualification to acquire knowledge of teaching new education. It seemed that it is a district norm in their schools at a general meeting with parents. For example Mr. Maroka had this to say:

I think going about your normal duties is a way of transforming the pillars of any school, that is making the curriculum relevant to the grade, improving teachers

understanding of themselves and making sure that learners are united in their daily learning, creating accurate learning tasks, preparing learners to be socially independent and accommodative of their peer ideas (Appendix 4: pg.296).

5.2.1.1.4.1 Problems faced by principals in their schools

In their discourse, it became evident that these principals are confronted by different problems which can be categorised as primary problems and secondary. This condescending view was eloquently stated by Mr. Maroka when he said:

I am faced with the difficulty of not allowing the school to slip into bureaucratic and impersonal as these factors cause a lot of misery and social inequalities. This way curriculum becomes a living knowledge. It is really, the information revolution that makes new demands for me. The political difficulties can no longer manage on its own to prepare communities for the responsibilities awaiting them when they have to show self discipline in life. But most difficulties I am facing have meant that I develop into a screening and sorting mechanism in curriculum reform (Appendix 4, pg 295).

Even though this principal goes on to say: "Teacher turnover is a serious problem," it is obvious that it is the way he feels the district is far from supporting the school, especially the principals, in that many teachers lay in hospitals for bed rest. The only conclusion that one can draw from this judgment is that these principals feel isolated when the problems can be solved through partnership. When learner achievement is low, the districts comes and accuses the principal for laziness and remove him to some further removed rural school. This is done without consideration of the teacher turnover during the year. Conversely, they have no problem with teachers' absenteeism.

Their authority attitude that the principal is accountable for everything that happens at school should count only in an ideal situation. As Hewitt (2008:37) argues, there have been more government interventions and controversies in the area of curriculum developments which do not always engage learners. For the Secondary School principals, it is more of adolescent developmental stages and learning support material aligned to these stages. This is what Mr. Mosimane had to say:

Utilisation of knowledge is a big problem in the Secondary School. Another problem is the ability to comprehend, one cannot say people are quick thinkers since 1994. It is a struggle for teachers to come up with better solutions for community problems

(Teenage pregnancy). In other words, the school is not capable of curbing teenage pregnancy. (Appendix 4: pg. 301).

This led one to conclude that there are real problems within schools and that solutions are far from being attainable. It is surprising that the Secondary School principals are faced by old fashioned problems in modern times. Other problems facing principals are those of implementation of the new curriculum and the difficulty of not allowing the school to slip into bureaucratic and impersonal factors which cause a lot of misery and social inequalities

The researcher was surprised by the principals' interpretation of curriculum reform in primary and secondary schools and this led him to decide to interview some of the Secondary School principals. Interesting parallels, convergences and divergences emerged between the principals' narrative discourses – dominant discourse – and those of the Secondary School principals dominated discourse. Indeed this resulted in a range of voices being represented.

What was equally surprising was that the Secondary School principals seemed to understand what was meant by “determinants of the principal in curriculum reform.” This led me to conclude that the principals did in fact understand the questions but chose not to answer them directly because their concept roles refer to management function and leadership responsibilities. This clearly indicates that these principals' roles are not uniform, even though they might be engaged in similar events. It is not possible to claim to have developed learning material if the principal is not a class teacher or a subject teacher. Nevertheless, the following themes emerged supervising teaching and coordinating learning.

This indicates that the principal's supervision of learning strategy is difficult to work out. Such teaching strategies hardly succeed in redressing and transforming the minor attitudes of both teacher and learner. Without denying the achievements of learner-centred learning in small advantaged schools the five participants unanimously agreed that this teaching strategy is difficult for principals to work out.

All the principals responded that they face problems such as implementing equal educational opportunities for all. In this regard, the participants agreed that supervising dramatic change makes sticking to a plan and schedule very difficult to them, and they struggle to get things done. They are observant of what is going on around them and are especially bad at recognising the practical realities of the situation. This indicates that it is difficult for participants to formulate aims and be capable of planning for everyone to benefit. They try to use class visits to work out how teachers

can cope with changes through choices to shape the school to be a centre of excellence. In most cases the teacher's rebel against improvement focused on their development.

To get the teachers to learn and to change and affect the beliefs, values and attitudes of the learners is a huge problem for local knowledge. Therefore, the interaction and close relationship between the principal and a few teachers becomes distinct. It indicates that redress is done by a few members and not all.

Consequently, one of the difficult problems for the participants in their service to teachers is to make teachers believe that their lessons can provide learners with the capacity to develop and learn. Teachers can motivate learners to see the relevance and importance of learning from effective teachers. The participants commented that

"It takes more than providing clear information about the task and purpose to define the parameters of teacher's work."

For participants, the central problem is that local nationalism or political agenda on curriculum reform is not an automatic motivation. Teachers' attention span is inadequate, they are less interested in their school work and have problems associating their union work with school work. The principal's problem about improving school through others remains a strategy on school development plan. Practically, principals attempt to enhance teacher motivation and try to bring a few teachers character, abilities and capacities to be on learners. The principals retrain teachers to focus on high standards, transfer and acquisition of knowledge.

This indicates a crucial and fundamental problem that the principals face. These common difficulties are expressed by most participants as:

"The big problem is making the curriculum to fit the school needs and the learners understanding."

There is doubt about which knowledge or learning skills to emphasise in order to head the learners into responsible and self reliant students. Following the prescribed learning objectives does not indicate whether the participants are focused on rural development or urban development, the learner will decide at secondary school level which environment to stay in.

Even so, all participants are directly responsible for directing the focus of knowledge in their schools, after all, learner performance depends on their effective and efficient management functions.

The secondary school principals shared a great deal in common with regard to fundamental problems and difficulties in leading curriculum reform. Of immense value for the secondary school

participants is the problem about the relation between learners as young adults, learning area results and development in general. One of the pressing problems of the participants in secondary school is the strong influence of the media. In the Secondary School, for example, the subject life orientation consequences of the empowerment of girls through life skills and has led many to experimentation and a high rate of teenage pregnancy. The relation between goals did not, in reality, ultimately transcend existence. This indicates that learners are not acquiring real experience or understanding about their developmental tasks which are functions, skills and knowledge needed to succeed at the high or middle stage. Also, the learners become more dependent and are unable to control their emotions.

Critical problems are experienced only in the high and Secondary Schools by both learners and teachers having no goals. In most cases, this indicates the dysfunctionality of schools, for example, teachers acquiring minimal qualification with no desire to upgrade their knowledge and learners intangible needs increasing poor control and negative judgment. This indicates the principal's sense of loneliness, negative stress and huge workload. The extent to which the participants can drive change is difficult to ascertain since the principals' simple understanding of knowledge as a process in which the practice of different tasks must involve teachers where they as responsible adults lead learners and teachers supervised by principals.

It is also established in the data that participants tend to be using the same tactics when dealing with discipline problems and poor performance in classrooms. For this reason all principals face great challenges in times of change or reform.

5.2.1.1.4.2 Challenges faced by primary school principals in curriculum reform

In connection to the challenges, participants indicated that there are three types of challenges confronting them in their role as leaders in the schools. These are:

- Interesting challenges
- Serious challenges.

About interesting challenges, principals mention interesting challenges as activities which keep coming in a circle. This is what participants had to say about interesting challenge.

Mr. Lebogang

But the challenge is that everyone in the school community understands his main task of coordinating learning programs and so frustration and feeling of isolation crop up now and then. This is also a challenge as it may lead to stressful situation (Appendix 4: pg. 327).

Mr. Otsile

A lot of my challenges are people driven from external sphere of school life and I have hard time to clearly define their roles to enable me to co-ordinate some of their reconstruction and development programmes. If I can build much needed confidence I will be able to empower the whole process of curriculum. So the year to year challenge of monitoring policy implementation continuous parallel to monitoring progress of all students in a general way (Appendix 4: pg. 332).

It is interesting to note that principals in all categories of schools share, and in general, call new or difficult tasks that test one's ability and skills interesting challenges. These are those challenges which come year after year or in routine cycle (Appendix 4: pg. 297).

- Major challenges

The major challenge is that all principals are now called to take part in understanding the task of management of combining and coordinating human resources and their performance so as to accomplish the building of brighter future for all (Appendix 4: pg. 297).

This means that participants often lead teachers in developing practices in their respective schools. It indicates that schools are engaged in recreating the whole approaches to learning strategies. This ability of monitoring progress heads to moving beyond the superficial look at describing what constitutes an effective teacher.

- Serious challenges.

Regarding the serious challenge, participants commented that they are called to take up the challenge to lead teachers in something that they do not believe is possible, for example, to make unconscious incompetent teacher to discover herself or himself by way of instilling self-appraisal exercise in their daily routine to assess what they want learners to achieve at the end of each lesson plan (Appendix 4: pg. 297).

5.2.1.1.4.3 Distinctive roles

Mr. Mosimane indicated several distinctive roles. Assisting in the appropriate development of the potentials of pupils, meeting the needs of the local community and creating a dynamic primary

school in deep rural areas are some of his distinctive roles. It lead me to realise that different principals had different distinctive roles. Mr. Bamotse indicated that his distinctive role is to make inclusive policy implementable, changing attitudes and the provision of holistic education. Just by allowing participation teachers are empowered by others' knowledge and free discussion. To quote him he said:

I create a supportive learning environment, where everyone can see that I am also a learner and a mediator. I have explained to both teachers and learners that there is a different teaching strategy to achieve active learning. In this way learners seem to understand also these distinctive roles. Teachers are empowered to monitor different resources and evaluate different thinking skills and understanding of her roles in curriculum suggesting that reforming the school is a very easy tasks. Most ideas of renewal come from the school "motto". "We are with ourselves."

She had two aims in changing curriculum, the first one was that parents would learn the new knowledge with learners and to unite staff with the community. Secondly encouraged productive interaction. This leads one to conclude that participants understand their role in curriculum reform, it implies engaging all in lifelong learning. This is surprising to see most participants trying to empower others and themselves to be independent of the district authority. There is a free flow ideas exchange between the schools and communities. With regard to the ideas, Mrs. Thabana said.

Everywhere I am faced with leadership roles to change anything. I first start by building a team, uniting them as a simple and gentle force. To talk with them about what a good and active participation should look like (Appendix 4: pg. 310).

This feeling of working together makes understanding of the roles much light. The first difficulty is that the principal endeavours to offer quality education to all whereas the community emphasises mass teaching and learning. Here quality education is about getting quality teachers outside the community and reducing big numbers to small, and the community refuses to more. This is surprising that the district cannot see these controversial issues and conflict of interest as serious problems. This leads to one participant keeping it simple and reminding us "we are own are own." (?)Also let us get interaction to solve these huge problems. This motto is supported by what Mr. Bamotse had to say about the district.

I am not the direct employer to influence the district or regional manager to do the right thing. I am unable to correct public unclear goals especially the culture of choice and structural disparity within the educational system. The interpretation is

that principals find it difficult to solve problems arising from the community without the partnership of the other senior authorities (Appendix 4: pg. 304).

This has led to some general views about incompetence and inefficiency. In terms of these views, there are huge differences in what schools believe and the district believes about the practice of teaching and learning. That is why another principal, Mr. Bamotse, had this to say about challenges facing principals:

Principals cannot eliminate overcrowding in their schools. This issue causes a negative teacher – students ratio, which doesn't promote the improvement of conditions in our schools. Teachers cannot promote dialogue in an overcrowded class or develop talents. I think that overcrowding causes people in most schools to be troublesome, hostile and aggressive. Practically, it is clear that most teachers do not have capacity to change the scenario I have pointed out. This is also because the authorities do not respond immediately to requests from teachers. The principal's leadership potential is then overlooked by the district to try and appease regional leadership confusion. While Mr. Bamotse's explanation was that distinctive roles are action plans, one might think that he implied that the country's priorities allow the principals to use these distinctive roles to challenge stereo-types in the school and to give and impart basic information as a right to all.

More principals understand their roles as more responsibilities, more complex decisions, over seeking and understanding lifelong learning process. In the secondary school category, more perhaps than in the primary, the understanding of the role of the principal is supervising and allocating tasks and instructions. Yet the primary principal understands his/her role as building teachers into a team, developing them to feel, think and work more like a creative team.

As for the Secondary School principals they see and understand their roles as consulting with staff and supervising their work. Forced by the unavoidable devise of Secondary School so that the school system in North West Province is the same as in the whole South Africa, their role is to change either to be primary or secondary schools. This gives the indication that principals may draw attention to the hardening of attitudes, and unbending mind sets as they introduce primary curriculum or move up to secondary school curriculum.

This small group of participants reminds the authority of the district that it is not enough to promote learner achievement only within the district, but it is necessary to promote dealing with life challenges and making sense in a school community plagued by poverty. It is very important according to the participants that principals understand how to navigate complex dynamics and processes to effect meaningful service delivery, so that this positive attitude to influence over day to

day work can assist learners understand life better. Therefore most of the principal's role is defined by a series of related tasks.

The following is the findings of the problems and challenges faced by the principal in his / her role.

The major problem of the principals is mentioned as “inclusive education”, its meaning and application. This policy is troublesome for secondary school principals in the sense that the principals’ job description is defined by learner achievement. If there is no achievement, then the principal will be moved or called a ‘trapped school principal’. This indicates there is no time for principals to find contingency plans to improve an inclusive type of learner. Also there is no way for secondary school education to specifically adapt nine learning areas to accommodate slow learners or to the respective situations of different learning abilities of the secondary school environment. Given the dynamic nature of higher education, there is no chance to accommodate the learning needs of diverse learners, including those with disabilities in the normal school because such a highly competitive spirit of the learning environment (Appendix 4: pg. 321).

The secondary school principals mentioned that: “We learn more about ourselves as we identify with Model C Schools and independent schools, in these schools parents do not take their children there. We speak to primary school principals to give us above sixty percent type of learner. We forget about all sorts of human rights and support services.”

Inclusive policy is simply a difficult concept to understand and to practise in social situations. The participants argue social situation. The participants argue that accepting the inclusive type of learners is putting their head on the block and it is easy to open-admission but use tactics to leave such learners outside. This is done by adopting some of the internal policies of the Model C schools by way of competing with for high results. It gives indication that the meaning of inclusive education and its application is a difficult problem to deal with in sincerity and fairness because of the price put on the principal's head by high expectation of grade 12 results (Appendix 4: pg. 321).

On a somewhat larger scale, the post provisioning model (policy) caused multiple problems for the secondary school principals than the primary principals. Causing real tension between principals and teachers. The post provisioning model controls and determines number of teachers according to the number of available learners, ignoring different ability learners or diverse needs of teaching and learning. This leads to a period of tension revolt, and rejection of inside and outside authority and teachers hiding behind the power of unions causing inappropriate response to the policy.

Without denying the achievements of post provisioning in other schools, some principals in the secondary school category gained good Mathematics teachers who were transferred because of

the declining or rising number of learners in their schools. This gives indication that the post provisioning model action at that time had its own fruits being relevant to the needs of a particular one school, but for the many a devastating effect on the planning, control, guiding and evaluating teaching resources. This policy is not humane in application, the fact that the curriculum needs are linked to the available number of learners and the practicalities of transformation ideals. Principals of effective schools are not affected by the negative effects of the policy, they mention that, if you belong to a high achieving school, then the district will give you extra-teaching posts to maintain high standards. The main changes are that participants should keep on producing excellent results and then the post provisioning model will be irrelevant to your school.

For all participants of the primary schools, the post provisioning model remains a thorn in the flesh, with no criteria to make them truly efficient. The post provisioning model is as it is run on the national level for all schools. The policy does not improve teaching methods or re-educate participants, but many of the participants found a way to use the post provisioning model to their advantage. For example, the criteria used to identify teachers in excess, can be adapted by principals to suit their needs, to remove hopeless, unproductive, insubordinate teachers and consciously incompetence from one school to another. This indicates that the post provisioning model is used mostly against their teachers who have a bad influence on the running of the school, This is especially teachers who are hoping to be leaders and who, through their negative attitude, are the main sources of obstacles to the whole school's development. All primary participants are unambiguous in stating that the post provisioning model does not provide healthy interaction and close relationships between the district and the school. Many strongly believe that the policy causes problems of internal integration and managerial functions and this policy works in opposition to the inclusive policy.

Participants face immense political problems, because they also head political branches. This indicates that working in isolation has its difficulties; working with groups has its own. In this situation the principal is continuously out of school and teachers cannot train themselves to the best of their capabilities. Often the school stops becoming an educational institution but becomes a centre for community activists (Appendix 4: pg. 300).

The secondary school participants in particular state that the more complex and widely diffused the work with politics, teachers stop identifying learners with learning problems. In the long run, however, real teaching is obscured by many community activities which do not help teachers to explore new ways of developing learning material.

Principals often fear that non-participation in politics will paradoxically create new problems for their leadership or increase external pressure with multiple needs. Yet challenges faced by principals make up prime concern.

Various participants see their challenges as making sure that learners develop skills which are workable and that learners become intelligent. Actually each principal in all categories of schools confirm that their biggest challenge is that of balancing their professional and personal life so that they can support teachers in their professional work. Furthermore, making it their goal to assist teachers experience professional security at work all the time, are in the danger of redevelopment.

Another serious challenge participants mentioned was that of guiding learners on matters relating to their health. This gives indication on how principals are suggesting new ways of social growth. To this principals in primary schools need assistance to nurture responsibility in learners. One wish, repeatedly expressed by Secondary School principals, is that preparation of life which the primary school child was afforded, should be continued in the Secondary School. For example, the primary school child represents community at its point progressive action and there is no external hindrance from various stakeholders.(?) This suggests that the primary school participants are free to create uniformity and prepare learners' mind to see and creatively take part in social change. Whereas secondary school life is invisible.

On further analysis, the everyday responsibilities and issues, become challenges because principals are not fast enough to provide answers as before, owing to leadership position, they have taken, inspiring, motivating others to be caring, competent, focused and empowering. They worry about being able to lead and above all, about being able to cope with tensions, constraints and rapid change demands. They dread the thought of having to go to another school and focus on learner attainment. It is important to recognise curriculum roles, for example, Kelly (2009:32) points out that:

First, it will be obvious that, however, we conceive of education and curriculum, learning of some kind is central to it, so that, what is to be learnt must be a major planning consideration.

In general, the role of the principal is difficult, time consuming and troublesome. In most cases, the principal provides explanation to the lower level of management and high levels of stakeholders. The impact of their behaviour on changing dysfunctional areas of their competency is important.

5.2.1.1.4.4 Preparing learners for the changing school life.

Mr. Lebogang indicated that he is preparing learners for the changing school life by encouraging teachers to focus on students' hard work and teachers must reward efforts that bring success or improve students' performance. Teachers give feedback and move around to guide students work activities. Also he inspires teachers to group students in pairs to assess each other's work. This can be interpreted as meaning what Mr. Bamotse said about his distinctive roles.

These tasks or roles stress the fact that I am guiding and controlling how curriculum is aligned to make it easy for learners to require resources and knowledge. It means principals have, among other things, to prepare learners to suit the school's changed conditions.

5.2.1.1.4.5 Understanding the principal's role.

The participants' comments demonstrated a multi understanding of their tasks in schools. Mrs. Thabana clearly manages the environment in such a way that it is clean, orderly and disciplined. This is carried home to create a mood that is simple and gentle which represent between the school and community oneness value system. He had always stuck to good values of a simple functioning school. When probed about understanding her role in school he said:

I understand my roles as two types of functions, namely the management function and the leading responsibilities. I think it is proper to clarify what I do in carrying out functional activities. Here I am organising, controlling and planning to make things happen in and around the school. (Appendix 4: pg 299)

By this she did not only imply an understanding of her general duties but explained new teaching approaches, active learning. She went to demonstrate her supervising teaching and learning. For them leading the change, transforming the minds, attitude and priorities of teachers and students constitute their roles. This is in line with the fact that principal's roles are complex in nature and are contexts bound.

The researcher was surprised by the principals' interpretation of curriculum reform in their individual schools and decided to ask how they report reform in their schools. Interesting parallels, convergences and divergences emerged between the principal's narrative discourses – dominant discourse. Indeed this resulted in the range of voices being represented.

What was equally surprising was that the primary school principals seemed to understand what was meant by “their role in curriculum reform.” This led me to conclude that the principals did in fact attach different meanings to their roles. This is why some chose not to answer it directly, because their concept of curriculum reform is that new subjects or learning material should be made understandable to learners. This clearly indicates that between primary and secondary principals’ priorities are pursued

The above mentioned exception is in line with Janer; Ben-Avie and Comer’s (2004:41), argument that when issues are defined, organised, and managed effectively, they provide a global picture of what’s happening in the school. The feeling expressed by Mr. Lebogang cannot be missed. The district must first accept the idea of eliminating overcrowding as effective teaching and learning is anchored on small group work. Poor management skills is a huge problem runs through the provincial and district levels causing confusion in division of work and coordination lapse between the district and schools. This is an indication of overall problems in the schools. Therefore one cannot see these problems solved very soon. One principal had this to say:

I think that the problems affecting me arise directly from outside the school. There is a huge difference in what schools believe in with regard to curriculum beliefs and the district beliefs about the practice of teaching and learning. For example, I practice curriculum beliefs that inspire empowerment in developing learning materials in designing a new belief of active pupils and holding high the traditional views that teachers can still move from known to unknown from generation to generation. But there are many bureaucratic processes that hinder my attempt to empower learners to be generators of knowledge. (Appendix 4:pg 299).

In these circumstances, principals as leaders must display the vision to maintain a suitable teaching and learning environment. In practice the challenges are everywhere. There are many external pressures that impact on the work of the principal. For example, demands for accountability, conflicting ideas, curriculum change per grade, and adjustments. In their discourse it became evident that these principals face different challenges ranging from classroom to circuit office. This is why another principal had this to say to support notion of facing demanding challenges all the time.

I think that I have trouble showing teachers these relationships between lesson knowledge and other aspects of the curriculum are not always made apparent to students. That knowledge in use is not always relevant to the learners’ experience. Also that misconception always arises out off group activity. It is difficult to tell if teachers have weak knowledge of content area or basic knowledge of content area because today everything done in class is non-judgemental.

Teachers dispense the knowledge and behave inconsistently and learners have no respect for things in the classroom, they are free to move around the class. All these are great challenges.

The above mentioned statement is a clear indication that this principal's interpretation of his challenges is a broad one. Role - diversity.(?) He sees the only important thing as being able to observe and not to send conflicting messages to teachers or learners. This interpretation of challenges boils down to Woolfolk's (2010:334), dilemmas and tensions found in school sectors. Currently, Woolfolk's is convinced that tensions, challenges and dilemmas define the role of the principal.

Another principal from a primary school, Mrs. Tawana – Atholo had this to say:

I think policy expectation of the principals to be a learning mediator who is sensitive to diverse needs of learners poses a real challenge for me. I am expected to create learning that is respectful of others' differences. It is a challenge to be inspirational all the time. I am expected to have sound knowledge of subject content I also need to be a phase specialist, with grounded knowledge, skills of the eight learning areas.

This is new management area.

The excerpt above, by implication implies that the principal as a leader in curriculum reform is a mediator who must have knowledge of the learning areas within the phase. The principal commands that this is a new management area, a challenge that offers opportunities to implement new policy focused on improvement of reading and numeracy. This is an indication of a move to regard knowledge as key to school development. Therefore one can conclude that the leadership of the principal is slowly recognized as key to future developments through the use of the school as innovator. This issue was raised by Mr. Otsile,

The first thing I did when I implemented the new curriculum, I encouraged my teachers to learn, to take up a focused advanced or upgraded diploma and this did empower the school to be successful in other spheres of the school. Many of my teachers started to prepare learners for changing school life (Appendix 4 pg. 330).

The transcripts were read several times so as to get their full meanings or what you think you can infer from them (Mason, 2007:149). In order to organise the data the interview transcripts were coded. A coding system suggested Leedy and Ormrod (2010:153) was used. The system involved organising the data in the form of stories, sentences, or individual words. Peruse the entire data set several times to get a sense of what it contains as a whole. Identify general categories or themes to get a sense of what the data mean. Lastly, integrate and summarise the data for your readers.

Many themes emerged from the stories of the participants. In this chapter their accounts are analysed under those headings. In the analysis McMillan and Schumacher (2006:382) give an extensive description of the case and its context has been used. This is based on presenting a few key issues so the reader can appreciate the complexity of the case. These issues are drawn from collection of instances in the data to detect issue-relevant meanings.

Finally, from the literature reviewed on qualitative research, it is clear that the researcher needs to recognise the importance of situations, understanding that there are different levels of roles in the work of the principal (Creswell, 2007:163).

There is a huge interest in meanings, understandings and perspectives that involve appreciating different definitions of situations, circumstances, demands working to obtain accurate determinants of the role of the principal in curriculum reform. Thus in this study the researcher focused on the process causing participants to provide “I think description” (Leedy and Ormrod, 2010:137).

The excerpt above is in line with Jayner Ben – Avie and Comer’s (2004:41), argument that when issues are defined, organised and managed effectively, they provide a global picture of what’s happening in the school. The feeling expressed by Mr. Lebogang cannot be missed. The district must first accept the idea of eliminating of crowding for effective teaching and learning to take place. Poor management skills at provincial and district levels had unannounced visits and ineffective relationships in school setting. This is an indication of problems in many schools. Therefore, I could not see these problems solved very soon. Mr. Otsile had this to say:

Principals have a difficult time disciplining their teachers and correcting late-coming or to allow the school to be disrupted by bad timing community related events. In other words, the real problem is time management and using learning approaches which involve the standards. They are required to observe and to collect information by interviewing and participating in information generating, without asking the district officials we changed the curriculum by bringing in strong English teachers to emphasise teaching of vocabulary, understanding and comprehension. These were the main changes we brought, in order to be successful (Appendix 4 pg. 330).

One cannot help but conclude that schools or principals are focused on changing the face of the community by improving and providing learners with knowledge through daily preparation and assessment. These help learners to cover much of the curriculum. This is an indication that the challenges are turned into opportunities. Whole school approaches are the most effective way to deal with curriculum reform. The curriculum provides opportunities to talk about change.

5.2.1.1.4.6 The events that impact on the principal's role in curriculum reform.

Mr. Lebogang indicated that the reason he had only a few events that influence his work was that it was difficult to celebrate or to comply with all events that takes place in the school, as a result of district organisation.

One cannot help but to conclude that schools or principals are focused on changing the face of the community. By providing and improving learners' knowledge about school life change, is a lifelong challenge. Here learners are rushed to cover enough curriculum learning material. The other challenge is the implementation of a whole-school approach which is effective in dealing with curriculum reform. Having said that, Mr. Lebogang explains the real challenges facing secondary schools as follows:

In South Africa at present, every curriculum leader needs to be more conflict tolerant, taking responsibility for making things happen such as changing people strong beliefs, changing from authoritarian and adopting a laissez-faire to allow stakeholders to do things. Being a democratic leader is a great challenge. I think that you need to highlight agreed goals and planning ways of improvement for everyone. When one principal probed further about challenges facing him, Mr. Bamotse replied as follows:

I think this is not a completely new challenge, teachers try to use learning material to locate popular personalities within our shared social lives but this too, does not convert pupils into quick and lively pupils. There is also the difficulty to satisfy quality demanded by other structures within educational system, and so there is no single way for meeting the changes. One other prominent challenge is the dilemma we face to change the curriculum and organise it to speedily uplift the poor, this is accumulative and it is not immediately visible. I think that interpretation of education will always vary among the stakeholders. There is always a demand that the school should solve problems with their full participation and yet I find half of them are the problem. I think the big challenge is to explain to all that there is no one way to solve school problems. This type of gathering challenges the principal to guard against public rejection of school authority. Why I say this, if as I believe, it is in keeping of coordination of activities. On the other hand, I find it frustrating that I must make sure that teachers re-examine their personal values and their political values, so as to continue to keep teach authority a two way directional activities to expose the potential strengths of the pupils. (Appendix 4: pg. 304).

This is a clear acknowledgement that the principal's roles are impacted heavily by all sorts of challenges. He says: "More than anything, the challenge of designing." In other words what he

means is that teaching and learning or curriculum leading, happens because of designing. As DoE (2006:2), puts it, “an overwhelming majority of views expressed frustration with the design and implementation of curriculum 2005.”

In order to address these concerns, the principal as a leader in curriculum reform must design the curriculum content to equip different stakeholders with the necessary knowledge, to manage these relationships and information. A challenge indeed! This indicates that the principal assumes the role of facilitator in transforming society.

In the current practice, the participants of all school categories agree that their roles as leaders are heavily affected by the number of events and activities which demand a lot of things being done at the same time. These events include the following:

- Political events

The politicians are sent to school to monitor the re-opening of schools and the readiness of principals to provide satisfactory education. The role of the principals is then affected and some politicians expect principals to adapt certain practices and beliefs to suit the situation. For example, fear of crime leads to adopting a cop as part of the principal contingent plan or fear of victimisation may force the principal to adapt to certain practices which are not helpful to the role at hand. Providing satisfactory education indicates that the principal will have to satisfy demands of all internal or external stakeholders equally which is sometimes impossible to achieve.

In some instances, “street kids” in large numbers are attached to all schools’ principals with little help from representatives, under the term “radical transformation” and providing access to education. This situation is often left to the principal to grapple with local circumstances and priorities of the government agreed upon by politicians who come once on yearly basis, at the re-opening of schools (cf. 3.9. Pg. 121).

- Teacher unions’ strikes and bargaining councils

The importance of perceived seriousness of teacher unions’ work in the community as well as their interaction, affect the role of the principal as a communicator. Parents expect principals to communicate when the strike will end and how their children will recover. Yet most of the time there is no interaction at all between the principal and bargaining council. The role of the principal as a trouble-shooter is often affected and causes mistrust between the principal and staff. In most cases, parents end up moving their children to big cities and putting them in independent schools under the disguise of school choice. This gives indication that the teachers’ strikes are situations,

regardless of what the situation actually is, participants are to adapt their role and cooperate with demands of those the teacher unions and neighbourhood factors on strikes.

A distinction needs to be made between teachers' unions, some of which do not disturb the flow of teaching, unfortunately, others demand that their members pull their resources out of the learning environment completely. Therefore, causing implementation of policies and achieving prescribed results to fail. This shows that for the duration of the strikes objectives are not achieved and this causes schools to achieve at different quality levels, especially for the disadvantaged schools (Appendix 4: pg.306).

- National events

The launching of new improvement programmes affects the role of the principal in a diverse way, first the national requires the principal to train teachers on the programmes. Here the role of the principal becomes complex and is bound to create structures from teachers which will strengthen and integrate these new projects into school plans. For example, new projects such as foundation of learning needs to schedule in the school time table and allocating each teacher to a particular class to take part in improving reading in mathematics and literacy. In this regard, the role of the principal changes as a result of a sequence of events triggered by practical implementation in the classrooms. This habit change event in the category of primary school(?). The increase of learning areas in the middle, do cause sequence of events, not similar to the primary.

Many other improvement projects are simultaneously introduced and need to be implemented in the same way as the one mentioned above. New projects like quality learning and teaching campaign (QLTC) impact on the role of principal in that, this is an extra event in the school with varied activities from the normal actions. This indicates that the principal must account if quality is achieved in his/ her school through these new projects. Furthermore, this project forces the principal to focus on all stakeholders to support quality by ensuring that the elements of quality teaching and learning are present all time. This kind of monitoring reminds the community that they should ensure that every school child attends school regularly and that teachers are punctual and improve their own knowledge and skills base to be more effective. The participants mention that this is happening unconsciously.

Many of these events come to schools through the provincial gathering of principals. Each project emphasises the need to create a structure on top of the other one for monitoring, guiding, controlling and supervising. The participants noted that the role of the principal becomes a roller coaster fashion which symbolises sequences of events happening at the same time.

The provincial events are particular events which impact on the role of the principal. The most important is the yearly gathering of the members of the Executive Council of Education, where the political head describes and explains the mission of the department to principals and chairpersons of governing bodies. A lot of activities are discussed at length and these activities are grouped and planned as priorities. This interaction for most participants call for them to modify their existing ideas and make sure that all school community understand their social responsibility towards learner achievement (Appendix 4: pg.303).

- Regional events

Most participants agree that the regional office events constantly drive principals to do what the circuit has explained to do in their cluster meeting. For example, the region is inclined to send messages directly to principals reminding them of supporting each other a period before examinations. This action impacts the role of the principal in that he/ she will go all out to supply support to all, even if it is not necessary, just to have recorded evidence that the participants did respond to events from regional offices. The secondary school participants are much more critical of the regional interference in knowledge development at school.

The regional thinking that all principals must turn into strong leaders and achieve in standard tests impact on the role of the principal in the school and indirectly turn the principal to focus mostly on leading curriculum. For example, participants mention that they were moved from their original schools to low or high categories of schools, for the reason that they are not achieving in national examination. These events strongly show that the impact of the region in the role of the principal is currently beyond assisting them to navigate complex dynamics of school renewal. In two particular incidents, the two participants separately mentioned two incompatible events which lead them to being removed from leading the school (Appendix 4: pg. 307).

Firstly, the participants were achieving high percentages in the national examinations, in a different district, until the participant asked for a transfer to be closer to home. The participant was given a secondary school to run, which accommodated all undisciplined big learners. All teachers who were declared incompetent in the region were using union power to escape teaching responsibilities. The learners could simply accept learning from someone else. Here there was a high rate of turnover from teachers and learners. Transferring skills and knowledge was not visible in the classroom, teachers planning, and assessment was updated but the school was really achieving poor results for about five years.

The participant mentioned that even if the participant switched from leadership tactics of inspiring and influencing to out-dated management functions, the results remained the same, no matter which combination of leadership styles the results remained low. Considering the failure to discover a set of basic skills, knowledge and values that could have helped the principal's role, the region simply removed the principal and as a result ineffectiveness persisted. Therefore, the principal's role was complicated by the region's action of sending away the whole management team to different schools without being improved in their management skills. Much of this simply led principals to lead with understanding that learner achievement is the most crucial role of the principal in disadvantaged schools and can bring a lot of emotional stress to the principal's tasks (Appendix 4, pg.307).

The second participant mentioned that because her life partner is a university mathematics lecturer, the region removed her from a moderate role-function of primary school to secondary school role. Indirectly the region thought this way they are getting the principal home to get involved in educating the learners. The first year was a success. The high overall end of year percent rate moved to seventy percent. The next year the teachers started to show their unhappiness of her being the head of the school. Teachers started slowing down their involvement in their different learning areas and accused the region of discriminating against them. They argued that they could have chosen among themselves and this conflict complicated the new principal's job. This gives an indication that it takes more than just one action but overall events from different situations to achieve success.

At the other extreme, the role of the principal becomes hectic. A competitive individual personal interest arises within the school and this may dominate the teaching and learning events and then the principal await to be moved to the other school. In this situation, most often the principal will choose the submissive role between the region fight and teachers, so that the participant is able to eliminate unprofessional behaviour such as teacher-learner relationships. The principal or learners can be punished for the wrongs or misinterpretation of the region.

As far as the circuit events are concerned, these impact the principal's role as a leader in curriculum reform. All participants agree that much of the time which could have been used in improving learners' knowledge and skills is wasted on dealing with drunkenness, drug abuse, assault, sexual harassment and others. These events are organised indirectly by teacher's good intent to promote and to provide extra-mural activities. Learners or sometimes teachers get involved in these serious acts in an unexplainable manner, but these events of violence occur in any kind of extra mural activities.

Therefore, the role of the principal change to policing, judging and maintaining minimal teaching and learning which does not result in good communication between the organisers, student-learners representatives and the continued maintenance of extra-mural activities in disadvantaged schools. The participants further mentioned that in disadvantaged schools, these events such as music festival, sports competition, and winter school where learners are being taught by different teacher in different places continue to produce violent acts which take the time of teaching and learning. There is impact on the role of the principal because then she/he is supposed to deal with a group of learners or teachers instilling in them to respect the rights of large number of learners to learning and teaching. Of course, these events or acts disturb the management flow.

For example, one participant mentioned that in some cases, he found himself asking how did the learner come to his school, and discovered that the learner was favoured by the superintendent general of education department. The learner had committed misconduct at his previous school and repeated the same offense for the second time in a different school. These circuit events are visible to the circuit managers as they are close to schools but they are powerless to suggest any retribution. So the principal's role becomes that of just providing them with information which is dilemma to the participants. In this way the role of the principal cannot fully contribute to the operation of the circuit efficient management. Secondly, this shows how difficult it is for principal's role to be sustained and to continually promote learning environment competently (Appendix 4, pg. 306).

- School events

In its most informal form, school events are different from the circuit events in that the school might have a strong school community, and be ready for most unexpected change roles. This happens in small schools. The role of the principal, function according to agreement of priorities set by enlightened parents and the principal implementing them for the whole school community. In the case of primary participants, they are concerned with lack of emotional attachment by teachers of the school to poor learners. While these learners' attitude towards themselves is properly developed. When they come to secondary school, they are neglected and drop out of school. This indicates that there is need for secondary school teachers to reflect on their teaching strategies, so that it can be invitational.

There is no intervention programme in the secondary school to carry those slow learners further. Events started at the low levels must be continued for sustainability and the empowerment of learners. This lead to the circuit managers declaring all learners, even the weakest to be transferred to the neat classroom, because the secondary school intervention programme is

absent, but they rely too much on continuous assessment strategies. Therefore, the role of the primary participants actually becomes non-graded in the way that the principal will influence his/ her staff to go beyond primary education. The staff is to go beyond primary education. There is a strong feeling among primary school participants that the roles can actually provide the inflexible curriculum and so prepare learners for life.

One of the hallmarks of the principal's role is that, this role is impacted by their beliefs about politics, social change, curriculum reform, educational beliefs and a belief in practical upliftment programmes, union beliefs about change, teachers beliefs and public beliefs about education aims. As might be expected primary participants belief and want the school to transmit knowledge and ignore political beliefs of whatever performance. Also the primary school principals are determined to adhere to the importance of the education. These principals are eager to ensure that learners increase their learning to live the life of modern age. On the positive side the impact of this belief on the role of participants is characterised by a widespread of activities, such as teaching social justice, human rights, educating to be able to do lots of things.

One primary participant in particular mentioned that she favours to be wholeheartedly in the traditional outdate ways of teaching learning. Saying she sees no difference in the way knowledge is generated for learners. In her mind teaching should be driven by the love to teach the demands of individual group culture, so that learners can fit first in their particular group culture before venturing in the other cultures. This indicates that the primary principal experiences many challenges associated with making rules for universal acceptance of plural beliefs. It also gives indication that there is a clear difference in the belief, of principals with regard to the practice of curriculum. The one participant remarked that the new education lacks challenges and that many teachers are not into it. The primary school principals adhere to Christian beliefs and responsibilities to exercise their roles as leaders (Appendix 4, pg. 310).

The secondary school participants agree their role is heavily impacted by different beliefs operative in their work. These beliefs serve as principles which set leadership capabilities in motion, and then guide and regulate many sequences of events within the school. The strong feeling that exists includes the following:

- Political beliefs
- District beliefs
- Different teacher unions beliefs

Clearly, there is a very close relationship between beliefs of the country and principals' belief about leading and implementing curriculum reform. The existence of plurality of beliefs is comparable across all categories of principals. The primary school principals' believe in empowering teachers to teach more emphatically, while the secondary school principals expect teachers to be already self-empowered and knowledgeable. Social change is encouraged at a primary school and believed to be the core of teaching and purpose, that is why, there are much more inclusive practices in the primary schools than in secondary schools where principals strongly believe in individual teacher's potential. The plurality of beliefs in curriculum reform exists in the minds of primary and secondary school principals. Four types of beliefs were distinguished:

- Political belief which refers to better life for all.
- Social belief and change whereby communities can be changed through practical school activities.
- Educational belief in which all learners can learn if given time.
- Environmental belief whereby learners and their parents can acquire knowledge socially.

The most general aims of national events, is to develop frameworks and to allow provinces to further develop regional activities to provide support to districts and schools. More notable, national events, such as provision of textbooks so that every child may have the prescribed books, is still a complicated matter and impacts on the role of the principal. There is still a need for schools in rural areas to experience an upliftment in the provision of textbooks. Most national events take different forms and a slow falling off of initiatives. For example, the administration of school athletics programme or event is a huge problem, even if you have planned in advance of the athletics term. The teacher is expected to be many people in one, as a leader in the classroom, he or she should also be the leader on the sport field. Such events cause chaos in instruction and learning to the extent that many principals concentrate on sports only and neglect academic excellence.

Variations in the general pattern of improvement of reading, teaching, learning and achieving of national standard causes multiple events in the school which impact on the role of the principal as an instructional leader. Events such as, the launching of foundations of learning, which focus on changes in the personality and character of the learner cause overload for the principal who ought to lead and instruct small committees to organise such events.

In school improvement, events soon pass, perhaps in a year or two being easily dissipated by interesting happenings within the school or outside such as World Cup event. The national teacher

awards, is another event which focuses on quality teaching and learning, here the principal is required to support the teacher with the best practices in curriculum development, quality teaching and learning, this causes confusion in delegation of pieces of events to different committees for example, almost all teachers belong to a group and fellowship is weakened.

Principals did not mince words when it came to events and attitudes that impact on their responsibilities and functions. It came as a surprise to me that these principals regarded most of the events as a waste of time and not enhancing curriculum delivery. The events should not be part of the large national malaise, an impoverished standard of the curriculum and low quality teaching. It implies that educational events should end to promote discrimination. Mr. Lebogang had this to say:

Try to get learners to solve problems, create a friendly environment in the classroom and have daily questions and answers. Motivate pupils by persuasion, and explore the role they can play if they are to replace old postmasters, shopkeepers and taxi owner. I consciously know that this will hinder flexibility on the part of teacher as appraisal will be based on the guidelines discussed with him or her (Appendix 4, pg. 328).

This comment about appraisal events, the teacher makes things worse because in a class period he/she wants the right answers here and now. If the child cannot correct his/her mistakes someone is going to do it for him. The teacher doesn't allow room for the mind of the child to work at correcting himself or herself. This appraisal event is rushed by the district because someone has to be given one percent pay rise, principals are pressurised to have these events taking place in their schools as a symbol of compliance and in this way their role is impacted. This kind of attitude from the authority forces principals to apply their roles through the eyes of the authority. Under pressure, appraisal events do not happen at all, it is reduced to class visit where the teacher unconsciously discriminates against slow learners. One can conclude that Mr. Lebogang felt that appraisal as an educational event served to identify learning barriers rather than providing opportunities to solve problems. Mr. Maroka had this to say about appraisal system:

From time to time, it is very difficult to give formal performance appraisals to staff, learners and identifying activities that can improve policy implementation, having no project management skills or planning skills from the district and increasing the level of performance. Managing uncertainty and steering new challenges, and looking at new ways at old problems add to the problems and challenges faced by the principal (Appendix 4, pg. 297).

The response of the principals was that they try to see appraisal events as events without inspiration and influence of any kind to curriculum needs. The principal is required to report the personal growth plan to district office, to plan workshops for teachers. The whole operation could in fact very well end there year after year. Mr. Bamotse raised different events that impact on his roles. He said:

I think I have three events, that is, the library week event. Here each grade selects ten best readers, who will read any book at the highest speed of seconds. The best pupil gets a prize. This is a quite event for parents for parent's right entertainment. Some of the parents who helped throughout the year with reading also get gifts to encourage others to partner schools in upliftment programmes. These outsiders' interaction serves a number of important purposes. I think that the first is that of informing and developing the pupils' knowledge of what to read. I think that pupils benefit personally, as stories carry them from typical life world to unknown world. This event is always offering a social awareness and educational inspiration. I think that stories focusing on social provide pupils with viewpoints of life that there was always communal life long ago and there will be such a life in modern life, and educational viewpoints is that all are gifted with the ability to understand how to deal with uncertainty. I think that this event assist us, teachers, parents and community to work together, in order to develop the mental, emotional and intellectual of a person. Our reading programmes are enriched by new education initiatives such as foundations for learning, Quids-up and quality teaching and learning. Other two events take place during the same week offering a variety of cultural heritage events. I must say that the weekends with everybody's birth. This event covers a lot of pupils whose birth days come in December holidays when schools are closed (Appendix 4, pg. 304).

The other interviewed principals also shared their events. This is what Mr. Gatholo had to say: "I think that the launching of quality learning event makes necessary intervention in re-awakening of teaching in my school. Here, I was able to enforce responsibility from the member of the school community. I think that teachers are now coming to school on time, preparing their work and being accountable for their actions. So basic functionality of the school provided the fundamentals to achieve quality and assure improvement. I think that the events of introducing curriculum reform were explained in the contexts of supervising teachers and learning.

The other event introduced to us is called “Letsema” where parents prepare for the beginning of the new year. The community took care of the cleaning and landscaping of the school rockeries, which allows me time to plan, control, guide and evaluate the year proceedings. This kind of volunteerism kept the school community alive, restoring values and encouraging the school community to engage in socially useful work. I think these two events were able to pull the district and the school very close. (Appendix 4, pg. 308). Mr. Rapelang went on to explain why he felt that some events were stressful. This is what he had to say:

The other event that stresses me a lot is my attempt to provide safe learning environment. Many students come from home situations that are unstable and sometimes volatile or from crime ridden neighbourhoods. Here I make them feel secure in school by having an adopted cope and making sure there is enough interaction between them all. Very recently temper flare-ups in the adjacent coloured township and verbal abuse seriously affect big girls. So girls from abusive homes are already fearful and usually drop from school. Therefore, my role as a leader change and I try to make every effort to promote mutual respect and acceptance with neighbouring schools. I strongly believe that empowering students will eventually change everyone’s circumstances and a sense of self-empowerment will prevail. I think that what is distinctive about my role is that I try to adopt a holistic approach as the current policies suggest (Appendix 4, pg. 320).

The above excerpt indicates clearly that the principal is concerned with making all students safe. His real concern is girls dropping out of school and the environment outside the school becoming more and more unfriendly for big girls. All interviewed principals in this study are influenced by all sorts of events in one way or the other. While some stated that there had been few events that impacted their roles. They also mentioned that when such events occurred they don’t walk away from the situation. Their quick action, as they described it, seemed to have a positive influence on their complex roles (Appendix 4: pg.307).

5.2.1.1.4.7. Policies impacting on the principals’ role as leaders in curriculum reform.

All of the interviewed principals in this study indicated that when it comes to implementing policies in their schools, the principal himself or herself will know how to bargain a coordinated group effort directed towards the accomplishment of specific policy intentions. Mr. Mosimane puts it this way:

You know I find it hard to describe how I interpret the National norms and standards policy, but maybe I must say that its purpose is super, to distribute the state allocation equitably to schools, and to provide quality education. First the policy tries

to establish priorities for me, like providing access to education. The huge number of learners admitted because of this policy dwindle the quality I have of teachers. Teachers run away from overcrowded schools to moderate in-take numbers (Appendix 4: pg.301).

This seems to be the way schools would be run by policies that provide access and cancel out quality. Massification of education will not assist principals to renew communities. Here the principal cannot change minds, attitudes and beliefs. Principals must be aware that implementation of this policy is capable of impacting the community negatively and can lead to a low quality of education.

It would seem from the interviews with the two principals that they have problems with policies that provide access and ignore quality of persons.

The above excerpt by implication implies that principals are policy drivers. The principals comment that the teachers others every after three years is an indication off policy driver(?). It was interesting to note that the principal mentioned one or two policies that impact on their roles. Mr. Rapelang had this to say:

It is usually advisable on teachers to tailor learning programmes to fit student's needs, interests and their career. It suggests that students have a choice and options and so they must be sensible and provide input about what they are to learn. Here teachers need to adopt a personalised approach to teaching to make students feel that their rights are honoured. I think that most of what I have said comes from the country's constitution. Other policies suggest that I change management to participatory management to allow many stakeholders to get involved in making curriculum regular and fully of opportunities. So I am aware of the educational law policy, which defines the roles of the teacher as a facilitator, mediator, learner, researcher and leader (Appendix 4: pg. 320).

This principal's comments go beyond questions of democracy within the school. The external examiner keeps track of what is happening in schools by way of monitoring continued assessment. This can be seen as a sign of democratic broadening outside the school. Lack of students' knowledge of this kind of democracy causes some student to stray and focus on the vital components of curriculum. This clearly indicates that principal's involvement in policy making, implementation and evaluation can be fruitful if policies are key to success of the school.

It was interesting to note that principals are involved in varied policies that support their roles for the country to achieve its priorities. Here the principal ensures that teachers or anyone who finds himself or herself in any situation can be assured by policies to educate without discrimination.

Furthermore, the principal will build support relations with parents and other key persons to manage HIV/AIDS in school. When the principal was further probed, Mrs. Thabana had this to say:

I think that the Labour Relations Act guides me to create relationship between employee and employer, here I think that these go together with my work to allocate work that is fair and negotiable. This way, my role as a curriculum leader is guided by this act, promoting the employees opportunities. I carry this responsibility alone. I think that some needs are met in school through curriculum reform. If these needs are handled effectively, principals' roles are less likely to be affected in one or another. Most policies provide the principal with response or plan for evaluating work within the schools. But more and more policies impact on my role as a leader in this way, my social interaction with different school community is refreshed, problem solving uplifted and my coping strategies doubled, Making my management strong.

From the interview, it is clear that most principals are visionaries and are directed by policies compliance to soften the authority harsh extra ordinary pressure. Reforming teaching and learning through people and support from external is a huge challenge for everyone. As Mrs. Thabana puts it,

In the special school, allocating workload to teachers can be a trick challenge and one has to apply Educators Employment Act, for example, this act explains that school day is seven hours and teachers need to comply in order to change and to be in school. So, knowing the policy assists me to promote equal opportunity and fair treatment in employment. This way I understand more about the organisational context in which we manage and lead teaching and learning. I think that becoming familiar with this policy assist me by guiding my role. Here I am able to make appropriate decisions about managing learning in the classroom. Also to be able to carry out classroom administrative duties efficiently. Furthermore, I think engaging in reflective way with this policy allows me to carry out classroom administrative duties efficiently. Furthermore, I think engaging in reflective way with this policy allow me to achieve ongoing personal growth. For example, I know for instance that the Labour Relations Act, 1995, destroys labour peace and democratisation of the workplace, when unions override its major principles (Appendix 4, pg. 311).

One might think that Mrs. Thabana implied that all other policies provide her with action, guidance and intentions except the Labour Relations Act, which as she says “destroys labour peace and democratisation of the workplace.” It means that the policy does not assist the principal in supervising the work of teachers who require additional supervision. Certain union members do not listen to other parties or authority. It also means that information cannot be collected and examined effectively because of destroyed labour peace in the workplace. It was interesting to listen to her

views on the Labour Relations Act and to note how collective bargaining can produce different behavioural patterns and serious uncoordinated incident.

Although a principal may have his/her own ideas about how the policy should work which is essential, it is still her/his role to interpret policy to provide support. A common approach is that the governing body will time and again review the school policies to align themselves to what is happening at national level. When Mr. Maroka was further probed on policies he had this to say:

“Now look I think one must accept that there are many policies, such as policies directed at changing the curriculum, and those which guide us on how to achieve the needs of general education. I think that most policies are interactive when you compare their principles. I mean they do help. They assist with definitions of problems faced by us and somehow try to provide solutions, or at least provide guidelines for the responsibilities of the principals. By this he did not only imply that there are those policies focusing on changing curriculum but also those that broaden the function of the principal.” In short, one can conclude that Mr. Maroka feels that policies should direct events inside or outside the school. The key is to make the school environment a learning space through policy implementation (Appendix 4, pg. 298).

These participants' comments demonstrate how principals guided the implementation of curriculum reform as leaders. Sometimes they used what teachers already know to redesign the school learning and teaching and to ensure education for all. It is interesting to note that policy implementation is no more than different ways of looking at principals complex roles. Mr. Otsile was further probed on monitoring, he had this to say:

I think that the assessment policy assists me to control progression in the entire school. I supervise changes in the environment to influence the way in which teachers prepare learners for life challenges (Appendix 4, pg. 332).

Principals have easy going attitudes in monitoring the work at school. These policies create lasting personal relationships, which relate directly to the overall goal of the country, which is to develop prosperous citizens. In other words, it means principals are able to make use of their own capacities and put their best efforts into reforming curriculums by setting realistic goals and shaping environment.

The above excerpt further indicates that the principal, reviews and reflects on the total progression of the school. In this sense it may be said that it is the assessment policy (RNCS 2002) that guides and directs the professional conduct in such a way that it serves the purpose of our common educational goal, preparing the child to cope successfully with the contingencies of life by

developing in him/her a well-balanced and stable character. When teachers conduct regular assessment, it provides learners with valuable training that will not merely help them in passing the national examination. The work of the principal is an important complement to the work performed by the teacher. As Mrs. Morwesi says:

And it becomes a real challenge to encourage team work and to show that the principal leads by participation. Here the principal focuses on individual involvement and in motivating individual teachers to be always effective in everything they do. The other challenge that is facing me squarely is that I need to be well informed of both the district personnel and the circumstance (Appendix 4, pg. 332).

Teachers must be monitored concerning the basic principles of assessment. Furthermore, guidance must be given in connection with a particular phase assessment plan and how a wrong assessment technique can cause specific tasks failure (DoE, 2002:44).

Although the general policy attempts to provide the framework on mass changing, educational improvement and educational provision. This is not happening at a faster rate, because principals cannot interpret the policy on their own. Most policies are not clear on intentions and things that are necessary for all people in South Africa. This therefore, makes it very important for the principal to select the appropriate sections of the policy to suit different situations and to address multiple problems. The national education policy requires principals to plan and use organisational skills to promote participative management which other stakeholders do not have. Mr. Gatholo said:

But the failure of the school places only the head of the principal on the block. I can tell, Sir, that I have been reminded that the school has not performed well for the last four years and this year if the something happens I will be moved to another school by the ISC. I mean why not remove all team players” I think all schools cannot perform well without co-operative effort of all. Some of the teachers particularly who belong to militant unions can slow down the progress deliberately knowing the results of poor performance calls on the head. I think this is a challenge because what it means is that I need to privately during holidays hire other teachers to teach so that learners pass at the end of year. The obsession with learner achievement blinds the education department officers of what is really happening inside the school (Appendix 4, pg. 306).

The principal is able to respond successfully to different people and different situations by hand picking certain policy intentions. The most effective principal is the one who is familiar with various

administrative procedures of the Educators' Employment Act. This act, expects principals to be in charge of making certain range of decisions relating to goals and objectives of the government such as putting a teacher in front of the children and creating the conducive environment which fosters quality teaching and learning. The Employment Act does not assist the principal in providing equity employment and effective schooling. Mrs. Thabana said:

Education system for monitoring teacher's attendance is a problem and challenges in that no matter how you report absenteeism, nothing is done by the district to address grievance procedures of all sorts (Appendix 4, pg. 310).

The group of policies is not just a means for development, instead it is part of the very process of development. Correctly interpreted by the principal, he or she is armed with support resource in order to be alert to the larger realities of the learners. In view of the above considerations, the policies practically define the role of the principal in dialogue of the country's transformation. Principals have an irreplaceable role in the dialogue of the kind of society we are becoming.

From this, it is clear that the principal's roles, whether defined by policies or not, are dependable to a great extent on the situation or the circumstances and their specific determining factors.

All participants highlighted the necessity of being trained to implement Employment of Educators Act, of 1998 No. 76. Especially, in promoting teachers to higher levels of managerial posts. The motivation for this, however, was not the same in all cases. While longing for higher salaries and self-empowerment needs no justification, it was noteworthy that good teachers in particular were promoted. This way, the vacuum will always be filled with inexperience teachers. Few participants mentioned that their school became "trap schools" because good teachers were replaced by average teachers. By the time the principal retrains these 'new teachers" two or three years will have passed and the school will be achieving badly in national examination.

You know I must sometimes align myself to the practice of political opinions without owing though to the current practice. I must explain the problem of putting to practice the actions that is decided by government. All learners can learn if given time (Appendix 4, Mrs. Tabana, pg. 309).

In more practical vein, most participants referred to incapacity of teachers as a vehicle for down grading the school and one suggested that incapacity should be enforced without application of remedies. Principals see that the retraining of these remedies increases stress on teachers' personal development. It is impossible to adhere to the policy directives in the absence of training for all teachers in the district. Principals have left the practice of this policy and look to various ways

to get them out of their difficulties. For example, principals explained that reduction based on admissions causes excess of teachers and this is how they resolved the incapacity problem. This gives indication that the role of the principal is highly affected by the policy aims.

While accepting the Labour Relations Act of 1995, as part of the principal administrative role, one regrets to see that most participants have ceased to implement or to use the act to resolve practical administrative problems. Principals, by virtue of their role as managers of school are faced by complex, unclear labour laws and overload of administrative work. Participants feel that this labour relation act, assist teachers and the unions to resist change. It is understandably difficult for the principal who has devoted a life time to teaching, using collegiality now to gather a group of people to deal with incompetence. A lot of secondary school principals mention that most of the time incompetence has a more direct learning upon the school principal who, himself or herself, has to become directly involved in the professional security of the incompetent teacher.

The encouragement of critical reflection on the causes of incompetence on the part of the unions and the teacher creates a hostile and distrusting environment. Most importantly, participants cannot afford to be content and hope that the labour can solve incompetence arising from alcohol abuse. Principals have an obligation to establish a climate in which there are healthy, ongoing discussions concerning remedies to alcohol abuse. However, this may take time and the labour relations act does not provide any practical clarity about what to do. Mr. Rapelang, said:

I think the policy used by superintendent general to deal with learners removed from other province on account of their violent behaviour and placed in my school without being told of the background circumstance of these cases. The learner repeated what he did in the other province. Using a knife to fight classmates. The learner run away (Appendix 4. Pg. 317).

When this happens many principals find themselves faced with a double-fold dilemma, that is pressure to cope with the daily demands of journaling the incompetent teachers' activities and add responsibility to find someone else to assist learners with examinations. As the district's teacher's pool is always exhorted by maternity leaves. There being no available training to rehabilitate alcoholics and principals' capacity to deal with incapacity, the key-roles of the principal in the whole administration of the school can suffer. This indicates that there is a resource gap not filled by the labour relation act as it is implemented at school level.

Most principals use their own initiative to define the role in the labour relation act. Here, principal's role in implementation of the labour relation act has, to a larger extent, to do with his/ her

personality and in particular, his/her behaviour. The learner attainment implementation plan as a strategy to encourage mistakable learning environment.

In present day communities, the principal has a large number of implementation strategies to choose from. The learner attainment implementation plan, is one of such strategies needed to inform the principal of his daily achievements. This programme emphasises the correct basic functionality of the school. Here the principal informs the district on a monthly basis of the progress made by learners and how teachers progress in replanning and adapting their teaching programme. In fact, Learner Attainment Programme (LAIP) is an ongoing assessment plan for the school to improve and to become efficient. It is in this way that the principal supervision turns into sustainable and empowering. The fact that there is a link between the effective teacher and the active learners make this plan (LAIP) to match the abilities of teachers and the interest of learners. Both learners and teachers attend school regularly because there must be learner attainment for each month.

However, as a whole, the school improvement and curriculum reform remain superficial. The principals are affected differently by above-mentioned beliefs. Political beliefs, here many of the principals choose to be neutral, since many parents in their schools openly displaying belonging to different political parties. This indicates that there is a strong belief among high and Secondary School principals that life can be changed through practical belief on educational activities rather than adhering to any of the political belief. Those belong to the ruling party are seen to be interested in providing access and providing teachers with crowded classrooms. While others implement just ideals and being sincere to themselves. The participants are full of confidence that the more usual situation is one in which principals of different thinking must work side by side in imposing upon teachers interrelatedness beliefs about taking the country forward. It also gives indication that everyone is entitled to his/ her own belief about matters or issues of education.

With regard to universal beliefs, one who felt good about implementing international beliefs responded up beat, “one goal, education for all or a better life for all.” These beliefs come to schools through global interconnectedness. For example, the millennium goal on poverty, necessitates that the role of the principal is to be an agent of the use of knowledge and skills to alleviate poverty in and around the school. This indicates that there is a strong belief that the more acquisition of knowledge and skills on solving and working together with others is true education. It also shows that the role of the principal becomes that of encouraging learners to acquire facts and skills used by other countries. Mr. Gatholo said:

One find that learners score high in questions where their own effort is required and perform low where teacher's effort was highly required. In other words, these items needed teacher input before assessment. Perhaps the district should start with checking and make data analysis before putting poor performance of the school squarely in the head of the principal. I think those are some of the things that I recognise as problem and challenges (Appendix 4, pg. 306).

The universal belief is activity directed at self-realisation whereby principals equip the school community for the task of living peacefully and guided in their beliefs and actions by the school as a centre of excellence. In promoting universal beliefs, the participants of all school categories concerned themselves dynamically with the spreading of ideals in their respective communities, thereby fostering a change of minds and attitudes. This kind of educational belief encompasses interrelatedness and the practical needs of most communities to empower itself. The secondary participants maintain that in terms of national expectations, they are able to define reasonable expectations and those worth retaining as values.

Fundamental to the role of the principal, therefore is its social change mandate. The principals of the primary schools are not drastically affected because at this age level, social practice is invisible. There are no critical social skills to be practiced. As for the secondary participants a lot is at stake. Here, social beliefs have an educational value. Principals of secondary schools are engaged in ordering the minds of both teachers and learners so as to set it right, and active seeking social secondary school life. This gives indication that social beliefs impact on the role of the principal, in the sense that he/ she must always appraise social trends and tendencies in the community based on acceptability of social belief. Therefore, it is necessary to pass on knowledge to all teachers. This implies that the role of the principal encourages wholeness in approach.

With all the external interruptions and school holidays, teachers beliefs are expected to be more or continuously in transition between old beliefs and modern beliefs about teaching and learning. Teachers believe strongly in direct teaching, its principles and traditional purpose. While on the other hand, the principal believes that an inclusive approach is better for mass teaching. For example, indirect teaching is suitable for teaching new values like social justice and human rights. Here, the principal believes that teacher's selection of content needs a careful sifting of evidence rather than just practicing open-democracy. This shows that there is a startling difference in beliefs between principals and teachers.

To mention just a few of the views on repetition: the teachers' opinions on failures, the principals' views on dropouts, and a move integrated approach to teaching.

Seeing the strength of direct teaching and indirect teaching, some principals have embraced pluralistic tolerance, holding that curriculum reform cannot be reduced to unity or even duality. Knowing the contrast between direct teaching and indirect teaching, other principals have embraced integration, maintaining an ultimate interrelatedness in teaching. It can hardly be doubted that the role of the principal provides the most motivation to the efforts of politicians, social developers and teachers. This way all are working for a better social order. Therefore, it can hardly be doubted that the role of the principal is affected by three most distinguishable beliefs, namely, the social beliefs, the universal educational beliefs and the political beliefs.

Policies, which impact on the role of the principal in curriculum reform.

The majority of participants in all school categories mention the following policies as having impacted negatively on their role as curriculum leaders, namely:

- Revised National Statement.
- Educator's employment act.
- Labour relations act.
- IQMS
- Whole school evaluation

The Revised National Curriculum Statements presupposes that if participants follow it to the letter, then, they will be raising themselves and the nation to better circumstances. The policy guiding principle affects the role of participants to include integration as a basis of development and progress. The majority of the primary principals look upon the policy and integration as inevitable, yet the truth is that theory is the normal state and practice an abnormality. For example teachers seldom use group work, project method and discussion method as directed by the policy. Many teachers in the primary schools believe in direct teaching. This indicates that the type of learner the teacher has, does not make it easy to provide education using the policy suggested teaching strategies.

A large number of participants break nearly every known policy directives and are unable to contextualise cross curricular themes. For example, the policy, describes the learner as active and responsive, which in practice is hard to find. All participants agree that the policy, guides their work, actions and reactions, but have an existence in unreality. Therefore the participants in the primary school agree that they are not coping with immense the tasks defined by the policy. The policy says that vast changes occur in learners intellectual, psychological, social, spiritual and

physical developments. Yet learners are unable to reason abstractly. For example, in one case the school was flooded, the man offered to take her across the river and afterwards abused her. From this comes the acceptance that learners in the primary school show vast changes but cannot act equal to those changes. Participants find themselves having to organise and encourage any projects of educative value to fit learners into the description of the policy. This indicates that the role of the principal is affected and adherent to absolute pronouncements of the policy causes a lot of stress and many dilemmas for leading curriculum.

Participants understand the changes suggested by the policy in connection with teaching strategies, but many cannot cope with the accompanying demands of these strategies. As Mrs. Thabana puts it, "In the special school, allocating workload to teachers can be a trick challenge and one has to apply Educators Employment Act, for example, this act explains that school day is seven hours and teachers need to comply in order to change and to be in school."

The decisions that learners must make about what they will study and how they will learn, is in opposition to the needs of the country and cannot lead to achieving or progression. This indicates that at this level, learners cannot abstract complex meanings and ideas. This necessitates change, and participants mention that they go out of their way, and initiate programmes that will turn learners on or make them to endure change. As Mr. Rapelang puts it:

I can tell you that some policies encourage principals to do their best to provide learning experiences that will lead to good habits and attitudes. I want to tell you also of the management policies introduced by Minister Asmal, this policy intention was to correct the basic functionality of the school and to allow principal to move from traditional management to leadership (Appendix 4: pg.311).

It is hard to develop a curriculum that readily prepares learners for life. The participants agree that teaching is focused on wiping out learners' ignorance and awkwardness which features more on trying to participate in democratic debates. To understand the teaching problems of teachers, the primary participants are conscious that they try to view things through their ages. It takes some time for teachers to get used to policy intentions and the non-negotiability of the policy. This indicates that the participants through their instructional leadership are patient when their teachers seem to be slow or confused at the aim of their teaching.

5.3 The contribution of the North West Education on the principal's role in curriculum reform

Principals were disappointed about the district impact on the role to improve physical infrastructure and allocation of funds which do not cover all deficit budgets and this shows that the district personnel are incompetent. This is what Mrs. Morwesi had to say about the contribution of the district towards her school improvement.

Mrs. Morwesi

I mean that I engage in many activities that require different leadership in the district for me to be successful. So the personnel in the district must view all my activities as valued associated with work that gives them a feeling of accomplishment in doing a job well done. My most stressful challenge is that they are losing or boot recording achievement reports. It is therefore, very important to be able to select appropriate district personnel to work with different situations. For example, I submit at the end of the year work schedules and then this get lost within the offices of district personnel, I resubmit and the same mistakes happen again and again (Appendix 4: pg. 322).

Participants of the primary schools mention that the major contribution of the Education Department is that of keeping up with buildings innovation, through section 21 allocation fund. This contributes to the principal's management of a healthy environment. There is also the matter of improperly trained teachers, who are workshopped under a national initiative training project called "shoma" (work). Many of the participants are up-beat about the training as it enhances the correct way for teachers to instruct all kinds of learners. In these workshops, principals were provided with computer skills and it is regarded by principals as the most visible contribution from the education department. The secondary schools participants also agree on the department's major contribution, that of sharply assisting with resources to manage schools.

One participant indicates that another contribution of major importance comes from a group of subject curriculum specialists who assist principals to identify the focus of education. For example, for those principals called "principals of trap schools" the group monitors learners' work to monitor teachers' works. This way they contribute to the principal's leadership role by helping him to refine his/ her professional judgment.

A serious contribution of the Department of Education is workshopping principals to deal with legal disputes and tensions arising from the inefficiency of managing performance. Here, the department goes into details, identifying problematic areas which, if left unattended, can cost the education

system millions of damages. In this way, they contribute to the role of the principal by training him/her in legal matters. Another major contribution to the role of the principals is the attempt by the Director General of the Department of Education at provincial level to visit district by district, providing a dialogue platform for principals to rethink their roles.

In this discussion, the director uses direct teaching, to describe the many roles and allowing principals to air their problems and issues with leadership progress at school level. Participants from all school categories mention that more than ten roles are suggested by the department, and they are requested to choose five to practice at their best level. The participants say that once they have chosen these five roles they are expected to sign with their immediate unions a performance contract.

Participants see this as a way to raise the principal's power to the degree that they can empower teachers and thus assist the whole school community to mobilise for achievement of excellences. The department believes that the contribution would increase if there were more principals acting creatively. This gives indication that the education department is making principals to be more sensitive and supportive of new ideas. Also that principals need to manage the environment to offer greater availability of more opportunities.

With regard to the principal's contribution to their roles, few participants alluded to the fact that, they use the interaction model to communicate, implement and analyse at various levels in their schools. This kind of contribution provides the role with energy to distribute leadership. As Mrs. Didintle says "I think curriculum has changed much in its design, structure and a way teacher goes about their work over the last number of years. I think most of us are still traditional, we try to be modern teachers who are fair and completely hard working." (Appendix 4: pg. 311).

Participants agreed that by taking a research stance, they contribute whole heartedly to their job description as indicated by many educational policies. The high school participants' note that the interaction model is the most simple form of implementation, and contributes to the improvement of quality in managing complex tasks. For the primary school principals interaction assist them when it comes to lesson planning, classroom management, and managing dynamics and discipline.

Based on own observations, principals note the contributions as follows:

- Most principals contribute to their own role by taking an active role in control of curriculum through influencing teachers to control the internal factors of curriculum.
- Few principals monitor instructional methods and activities used by teachers, since they are full-time teachers.

- Other principals allude to the fact that they motivate teachers and learners to be committed to any planned change.
- Secondary school principals say that they contribute to their own role by providing the teachers with sufficient and thorough knowledge of the education in general.

This gives the indication that the principal's role as a leader is curriculum implementation and evaluation. The principal must focus attention on improving instruction in the classroom by supporting every period and every lesson presentation. This way, the principal contributes to managing knowledge explosion.

Ghatthorn and Jailall (2009:54), contend that,

The district will establish models for determining the effectiveness of instructional programming at district, school, and classroom levels. Evaluations will focus on determining the extent to which students are achieving and maintaining their mastery of appropriate specific learning opportunities and the extent to which instructors are displaying effective conveyance of curriculum in the classroom.

5.4 CONCLUSION

The data analysis has produced findings that are in line with the findings of the literature review and previous research on the role of the principal as a leader in curriculum reform. Many similarities and commonalities between the principals' perceptions of understanding their roles emerged. Though the principals did not answer questions the same way when it came to data analysis, their narratives were found to mean the same thing. Both groups of principals, primary and secondary, agreed on a major point that the principals' roles are defined by rapid demands, of accountability, difficult situations, dilemmas, policy implementation demands and different circumstances, compounded by events outside their control. Whilst they agreed on this, it was interesting to learn how they dealt differently with this. These principals saw this as something that can change society for the better and did not see anything wrong with involving themselves in innovating curriculum as key knowledge to success.

In summary, to a large extent, the role of the principal is determined by knowing the demands attached to the principal's office and the need for actualising the policy prescriptions. , Principals understand their roles as making the school community aware of their needs and their ability to meet the needs. This is done in disseminating knowledge.

Most principals understand that their roles are defined by a series of related tasks. Others understand their role as constituted by different departmental policies which focus on sharpening their technical skills, this includes managerial activities and administrative roles. Very few understand their roles as defined by fragmented known functions and responsibilities, which in most cases turn the principal into realistic standard learner and conformists. As Mrs. Morwesi says “Since I became a strong principal I have faced complex difficulties which range from encouraging teachers to be ethical in development of appropriate of learning materials, to trying to playing an increasingly important role making sure that all spheres of life doesn’t remain uninfluenced” (Appendix 4, pg. 322).

These roles originate from different contexts and circumstances. Therefore, there is a multi-faceted understanding of what causes the role for principals. Some roles are defined by transformation demands, administrative demands, social demands and the newly established curriculum.

It follows, therefore, that all principals do face problems and challenges. Each principal must continually equip himself or herself with the latest developments in the content and supervision strategies. The major problem which impacts on the role of the principal is actualising inclusive education. Principals are forced to operate in multiple roles with multiple expectations. There are hard and fast rules on how principals should lead the school. The skewed post provisioning model keeps bringing incompetent teachers to schools rather than getting them out of the system. This model causes difficulties and revolt in schools.

Events such as ‘stay-aways’ cause constant breaks and a lot of time is wasted on consultation and redressing the challenge. All principals are exposed to types of circumstances. Here, the role of the principal is limited to providing opportunities and a problem finding attitude. Clearly it is extremely difficult to change the different attitudes and beliefs of participants in most events at school level.

Furthermore, all policies show principals reform thoughts which afforded them restricted scope and ruled out the very possibility of critical thinking and independent thinking in applying these policies to create a healthy environment. One of the causes of this thinking is unrestricted understanding of freedom of expression and confusion about the lodging of grievances. , There were signs of some disrespect for the policies, when the ethical model is used by principals to try and negotiate in good faith for the smooth running of schools.

Another point to be noted is that grievances were to be solved at the nearest point of origin, but the guidance of these policies on the above mentioned point is always ignored by unions. However, the contribution of the principal’s role in curriculum reform, is displayed by parents who are encouraged

by school choice to send their children to schools in circuits where principals are strong curriculum leaders, who understand the requirements of the curriculum and could interpret these satisfactorily in the interests of learners. In the final analysis the role of the principal is defined by tension and conflict arising from all sorts of responsibilities

This chapter provided analysis of the empirical data collected through the interviews.

An in-depth interview was conducted with ten principals in the Ngaka Modiri Molema Education District in the North West Province. In the analysis of data, qualitative methods were employed.

In the analysis of data participants revealed that;

The role of the principal is complex in nature and is determined by demands for implementation of curriculum change policy which has been left to school principals to use to transform the school community. Their roles are also determined by demands for greater accountability and proper leading of curriculum reform. Also, policy intention determines the role of the principal and difficult situations demand the principal's attention to provide guidance. In between, problems and challenge demands careful attention to details.

Furthermore, the interviews conducted as well as the literature review, have shown that the principals' definition of roles is associated with a dynamic situation. Specific professional activity involving a range of skills, managerial competences and educational values forms part of the principal's mechanism and self – training. Principals are persuaded by democratic dilemmas, social dilemmas, political dilemmas and contexts to respond by using tentative choices.

Principals have their own unique roles and demands. There is no one way of going about leading curriculum reform. The next chapter focuses on mechanisms leading to developing a training model to assist principals to be curriculum reformers.

CHAPTER 6

A TRAINING MODEL TO ASSIST PRINCIPALS TO BECOME CURRICULUM REFORMERS

6.1 INTRODUCTION

In chapter one it was stated that a model should be developed for quality education. It is therefore necessary to assist principals to be curriculum reformers as they are constantly aware of the multiple problems facing the content of educational reform.

Chapter 6 aimed at developing a model that can assist principals to become curriculum reformers. To this end a literature review was conducted. This chapter provides a brief explanation of the aim and need for training principals in section 6.2. it will describe training model in section 6.3 and a thick description of training in section 6.3.1 Thereafter, it will explain a model in section 6.3.2 and in section 6.3.3. the components of the model will be discussed in great detail. Next, it will explain the role of training in section 6.3.4. The chapter will present the kinds of models in section 6.3.5. it will discuss Taba's model in section 6.3.5.1; Wheeler's model in section 6.3.5.2. Three phase model in section 6.3.5.3 The chapter explains Carl's model in section 6.3.5.3.2. It will explain reflection on the training model in section 6.3.6. Thereafter it will present critical analysis of my experience in section 6.3.7. Next, it will discuss refine in section 6.3.7.1. This chapter will also discuss justification of the training model in section 6.3.8. Finally, it will present a schematic representation of the training model in section 6.3.9; 6.3.9.1.,6.2.9.2;6.3.9.3;6.3.9.4;6.3.9.5.

Thereafter, it will present the consideration of implementations in section 6.4. it will explain taking responsibilities for their own professional development in section 6.5.2. Next it will discuss implication of the training model in section 6.6. It will explain understanding continued education by training in section 6.6.1. this chapter will discuss creating sustainable training in section 4.6.2. It also explain methods for dealing with educational reform in section 6.6.3. Thereafter, it will present the implications for trainer in section 6.6.4. it will discuss implications for the trainee in section 6.6.5. Finally, it will explain implication for newly formed institutions.

Attempts have been made to structure the training aspects in the training model which principals could internalise and use as micro-structure to enable the principals to reflect, plan, analyse, evaluate and refine their self development and professional development.

Therefore, the Integrated Strategic Development Plan for Teacher Education refers to the different stakeholders to provide resources, namely community learning practice, NICA, SACE, Colleges and Universities. The main aim is to step in and attempt to assist the principal to overcome his/her different dilemmas, problems and challenges and bring him/herself up to the required global

standards. In other words, principals will be empowered to deal with educational reform needs in general.

This chapter introduces the reader to training to assist the principal to become a curriculum reformer. It provides the principal with personal power to resolve the problems, challenges, dilemmas, and bureaucratic demands mentioned in chapter 1. See section 1.3 by training and development. It will also reveal varied experiences in training and explain themes and concepts one develops that makes sense out of one's own practice. This includes the attitudes, needs, values and perception that individual principals have about training.

In participatory training of the principal to become curriculum reformer or worker, individual principal tell others about their challenges, dilemma and leadership problems. It is assumed that these challenges are a reflection by which they can improve or carry out self development. According to Wiles (2009:5), curriculum work is an essential function of leadership in schools because it is through the curriculum development process that we identify, define activity, purpose and rationalise decision making in schools. Trainers in service focus on individual principals' experiences of the role and development programme. Trainers assist principals to continue coherent training. It starts with reflection on gaps between the principal's present situation and desire to engage in professional, development, which provides the determinants of roles (DBE, 2011:8).

Another important principle of training is contextualising self development seen as a process that provides lifelong learning to the principal as a leader in curriculum reform. Hale (2008:18), mentions that this is a grass root initiative. For, Robertson (2008:30), postulates that leaders who use the coaching model can develop their coaching practices in a manner that exemplifies the principles of long life learning.

By adapting the model to their context experience, culture, and situation, leaders take responsibility for their learning and ownership of their learning and ownership of process. This gives rise to motivation that allows reflection as an essential quality of good leadership and is one that needs to become embedded in the culture of the institution (Robertson, 2008:46). In the explosion of leadership development and training, Ryan (2008:81) presents a model that applies facilitation skills and techniques. Ryan uses acronyms to formulate the grow model and creates the model to look like:

GROW

G = GOAL
R = REALITY
O = OPTION
W = WILL

CREATE

C = CHALLENGE
R = RANDOMIZE
A = APPRAISE
T = TEXT
E = EXPLORE

These concepts indicate role determinants for the trainee and the trainer. In Atwood (2008:17), manager skills training, the workshop and establishing of a learning environment plays a significant role. While you are designing the workshop you have the opportunity to make the programme unique to your organisation and suit it to your particular training style. Atwood further mentions that a one hour programme or a two day programme can be designed to suit principal's busy schedule. In addition, Atwood(2008:2), suggests that whether your training functions have strategic or reactive it is most helpful to clarify the key areas of your training. Downs (2008a:23) supports this point by giving tips for designing effective training sessions, developers as a structure process to ensure that the training is effective. From the models mentioned earlier assisting principals to become curriculum leader is a solution to closing the achievement gap (Marshall, 2009:89).

In many societies principals who experience the most persistent challenging circumstances mostly come from rural and urban schools. Sparks (2007:168), argues that the solution to these are employed to provide the structure and support needed for improvement to occur. Coles and South Worth (2009:67) describe the four key issues to consider when developing training for school leaders. The trainer needs to distinguish between leadership and management, to meet the needs of head teachers from different context and to ensure coherence and progression, also to evaluate the impact of training on school improvement and raising standards. These issues clearly reflect the needs of leadership preparation in a post modern era. Downs (2008b:19) agrees with the argument by Coles and South Worth (2009) when positioning that a good design is the essence of effective listening and is a critical piece for meeting the needs of learners and the client organisation. It requires careful thought about the readiness, learning styles and training needs of potential workshop participants.

Whenever the aim of the proper educational training is to develop general understanding of the principal as leader in curriculum reform, then as Downs (2008a: 20), puts it.

“The facilitator needs to have a structure plan to help learners develop the knowledge skills, techniques and attitudes necessary for success. A solid training design will make the trainer more comfortable and better able to deliver an effective programme that capitalises on the facilitator’s strength and abilities as it addresses the participants need.”

Lovely and Buffum (2007:108), mention that training for experienced principals is differentiated and based on site and individuals needs. Mondy, Noe and Gowan (2005:5), indicate that training refers to a planned effort by a company to facilitate employees learning of job related competencies. These competencies include knowledge, skills, or behaviour that are critical for successful job performance. The goal of training is for employees to master the knowledge, skill, and behaviour emphasised in training programmes and to apply them to their day-to-day activities.

Atwood (2008:12) argues that with regard to training content, there is a need to train for competence such as decision making, records management and creating teams, problem solving, and knowledge management. These realities concern the perspective regarding the advancement of their personal power which can be inferred from theories they use when describing meaning about their roles. Nance and Kolhn (2007:4), believe that learning principals use theories to understand what is happening around them and to influence their practices.

Allen (2008:2), explains the five pillows of the Train Smart Model that must be included in every training workshop

1. Engage: refers to mentally prepare participants for the learning session ahead .It is important to know that participants are brought into the moments, screen out distractions remove the anxiety of being unfamiliar settings, and focus their brains.
2. Frame: it is helpful to frame and establish the relevance of the learning material. The trainer addresses the participants concern so they can concentrate on learning and explain the immediate learning objectives.
3. Explore: Exploring involves and engage participants to the key content of training. Allen shows that good exploration activities involves sensory experience. This type of exploration is vital because it stimulates participants ,mentally, socially, and emotionally which improves their comprehension recall
4. Debrief: According to Allen (2008:2) Debriefing assist in consolidating learning .It highlights relating to the prior exploration activity.
5. Reflect: This step often incorporates personal example to illustrate the concept in a real life

The relative strengths of the five pillars, processes can be conceptualised in terms of the curriculum reform. In general, certain processes seem to develop as the dominant, stronger processes in the principal's orientation Grugulis (2007:8), regards training and development as a way to pass on information on organisational events and it may introduce workers to new work place, practices and it may also produce a source of entertainment that distracts from monotonous routine. It may also build employee skills or increase organisational capacity. Therefore, Grugulis (2007:8), maintains that training can be developmental. It can equip workers with skills that give them power in the labour market, improve career prospects and add considerably to life time earnings. Murphy and Meyers (2008: 240), mention that training is seen as a tool to turn around failing schools and that on the one hand, training is almost always required to help build the infrastructure to support team building and to drill deep into the massive body of work on training and development.

6.2 THE AIM AND NEED FOR TRAINING PRINCIPALS

The critical situation mentioned above made it necessary to develop training to help principals handle curriculum reform in the schools. To be really effective, any training model has to:

- Assist principals to understand the nature of factors that impact of his/her role in curriculum reform. This means that the curriculum will promote knowledge in local contexts, while being sensitive to global imperatives (BDE, 2011:5).
- Provide mechanisms and relevant information to principals who are trying to individualise curriculum reform.
- Understand and improve upon and to follow-up on curriculum review and adaptation of the efforts made through people's perspective.
- Identify the problems and challenges that impact on the role of the principal to equip learners, irrespective of their socioeconomic background, race, gender, physical or intellectual ability, with the knowledge, skills and values necessary for self fulfilment and meaningful participation in society as citizens of a free country;
- To create the model that will provide access to higher education;
- To assess the transition of learners from education institution to the work place;
- To understand and provide employers with a sufficient profile of a learner's competences (DBE, 2011:6); and

- To explore how principals can use plan using sound leadership principles.
- To assess how principal can pay more attention to their experience of different situations and circumstances.
- To understand and utilise stakeholders' initiatives in diagnosing and providing guidelines for principals to know
 - The curriculum and which materials are available for its development,
 - To assess curriculum reform problems and how to reflect on any difficult situation,
 - To identify curriculum material using sound principles,
 - To assess curriculum reform problems with the help of others; and
 - To expose principals' to problems and challenges of theoretical concepts and ideas (Blaikie, 2010:110).

The training of principals rests on some assumptions.

The DBE (2011:8) strategic teacher developments assume that individual teacher training is necessary:

- In many critical situations, principals can provide leadership for learning
- In other cases, principals with some short training can develop a strategic approach to lead staff in subject material design.
- Most principals learn best by doing, in other words, they learn through participant observation.
- There are many effective principals who do know how to design learning materials and mediating in learning programmes. They should share their knowledge with their colleagues.
- Principals can solve many more problems when working together in community learning practice than by working alone in his/her individual context.

According to Marais and Meier (2007:223), curriculum reform must, among others, include the following:

That a curriculum is roughly the equivalent of a programme in an academic sense. It is also a plan comprising a co-ordinated combination of studies as a kind of planned academic itinerary or route map that leads systematically to an academic destination.

Despite these definitions, Marais and Meier (2007:223), offer an understanding of curriculum reform in the present contest to mean change, redesign or adopting an existing curriculum in terms of content and organisation of what is taught for the benefit of a country and its people.

The study focused on identification of the problem (Chapter 1 and 2), the examination of the problem and method used to answer the problem (Chapter 3), transcribed data (Chapter 4), a training model to assist principals to become curriculum reformers (Chapter 6). The contextualisation of the problem, summary and conclusions (Chapter 6). There are some limitations relating to the principal as a leader in curriculum reform. Among others, the limitations include but are not confined to the following:

- i. A disorganised approach to curriculum reform by principals.
- ii. Complex contexts within which principals are implementing policies.
- iii. Ambiguous role clarification and specific institutional self training.
- iv. Poor curriculum management.
- v. Questionable bureaucratic arrangements.

Beyond the definition of roles and documentation of the serious problem as indicated above, this chapter proposes changes that are necessary to assist principals to become leaders in curriculum reform by presenting a conceptual model that could attempt to describe, explain and understand the aspects of the principal's role in curriculum reform.

6.3 THE TRAINING MODEL

Although literature on the curriculum field, particularly the international, has no problem in suggesting to the principal to use instructional leadership and to choose the best practice, principals from other cultures find choosing curriculum development or curriculum reform suitable to address role determinants' difficult (Glanz, 2006).

The model affords both the opportunity for reflection and planning, research, analysis, evaluation and redefinition of required knowledge. The training model offers the advantage of choice and the

experiencing of the challenges which are supposed to be policy-driven and the critical situation found.

Leading and managing curriculum reform is the principal's most important role. In spite of its importance, it is also one of the five roles misunderstood and most neglected events actioned. This often results in general unhappiness within the district and provincial training section. It can spill over into training centres and teacher development agencies.

6.3.1 Training: A definition

According to Wolhuter (2007: 216), training for the teaching profession has increasingly become the equipping of students with a set of skills or techniques rather than providing a critical academic schooling or grounding.

Over the years from 1994 to 2010, most training colleges or in service training has been dysfunctional or closed by Education Department. Such a move necessitated a personal training that focused on constitution principle based training. This self-training pattern is characterised by Slow 'Cul-de-sac', movement in the district. This meaning (excludes) includes aspects of the external objective (training), which identifies the route (steps) that the principal has to follow in the school to reform and adapt curriculum.

Wolhuter (2007:216), believes that training for the teaching profession has increasingly become the equipping of students with a set of skills or techniques rather than providing a critical academic schooling or grounding. This school based training pattern is characterised by improvement of curriculum implementation. This meaning includes aspects of the external objective (training), which the principal has to follow in the school to reform or design curriculum. In the training of principals to be leaders of curriculum design, the following are emphasised:

Principals, during self development training gain a thorough knowledge of the nature and needs of curriculum design, they would be better furnished to adapt the curriculum to the demands of context (Carl, 2009:63).

During their training, principals will be provided with knowledge of mapping the curriculum, aligning the curriculum, and tying the curriculum to standards and other learning skills to serve as important steps to meaningful curriculum improvement (Wiles, 2009:50).

An important aspect which should receive attention in training principals as leaders of curriculum reform, is as Schrio (2008:31), puts it, curriculum improvement as taking place within the existing

socio – administrative structure of the educational establishment. Principals will be offered the opportunities to design certain teaching techniques which can be applied in archiving often under very difficult conditions.

Principals should be encouraged and motivated to regard themselves as competent enough to design and evaluate curriculum. This leadership technique will, as far possible, be broadened and deepened by the country reviews of curriculum implementation workshops, provincial refresher courses, especially seeing that the province curriculum support shows interest in assisting principals in identifying specific contexts of learning, selecting and preparing suitable texts for learning.

There is the possibility of an advanced course in phase specialisation as part of the school based training practices (DoE, 2011:8). Here principals will be grounded in the knowledge, skills, values, principles, methods and procedures relevant to phase curriculum design.

As far as the training of the principal is concerned, provision will be made for inclusive needs, multicultural learning and design of learning material. As Clarke (2007:1) puts it, the principals must understand their day-to-day working lives.

Principals will be furnished with the knowledge of analysis for better co-operation between other stakeholders providing principals with training to minimize overlapping in training events. For this reason, they may possibly be better equipped (Blaikie, 2010:69) to understand and establish reasons for particular social action, the occurrence of an event or the course of a social episode. It is important to know how to analyse educational weak alignment between teaching and assessment (Marshall, 2009:89).

During the principals' training, principals will be taught how to improve curriculum implementation by reflecting on the general level project, success for all internal conditions, climate setting, vision, leadership and joint planning (Fink & Stoll, 2008:52).

When one considers the role and demands of principals' leadership circumstances, it becomes clear that the training will become comprehensive with units to create a better future for and with others (Van Rensburg, 2007:2). As Dana and Diane Yendel-Happey (2008:IV), put it, improving teaching and student learning requires intensive focus on refining the interaction between teachers and students in classrooms. For this reason, principals will be furnished with knowledge to develop, improve and to renew.

The important themes of the model as shown on two are discussed below:

6.3.2 Components of Training

6.3.2.1 Reflection

There is no better technique for training principals than effective experiential training. There is a strong belief that the only way principals can learn to lead curriculum reform is by using instructional leadership, and successful analysis of learners, standard tests and allowing this data to demand the very best from them. To critically think about programmes that can lead to improvement of quality learning. Certainly there will be dilemmas but good reflection will be generally prevented.

The principal who insists on making every decision himself or herself and following up closely to teacher's individual approach to teaching, causes the school community to have no personal responsibility for results. Without reflection, there will be no greater awareness of potential empowering and developing, teachers will ignore reform and carry on with their normal routine task and wait for the principal's next instruction. Nobody will want to become a team player and engage on participatory activities. Teachers under such principals would never risk learning anything on their own initiative because there is no transparency on how they are developed. Harrison and Dymoke, (2008:8) describe reflective practice as a process where practitioners critically think about their practice. Erickson (2009:11) noted that local school districts need to understand how to address shortfalls in the design of state academic standards.

The literature reveals that the majority, if not all, effective principals succeeded mainly by relying heavily on reflective practice to attain their personal objective, and use reflection extremely well. In other words instead of doing all work by themselves, they invite others to reflect together which indirectly train them to first encounter something. So when principal successfully carry out reflective actions, both principals and teachers experience continuous development

Reasons why reflection is important to the training of principal to become curriculum reformers:

Allowing principals to make choices and critical reflection on determinants of their role in curriculum reform is a major way in which they gain meaningful experience. The form of new curriculum confused principals by giving them latitude in their authority to wait for outsider trainers with a special model (Cascading) to come and explain to teachers how to remove competing priorities, and begin to take over their lives, so it is important to reflect on problems and difficulties when planning for the whole year. Principals reflect on problems and difficulties

Knowledge of the different forces the role of the principal in curriculum reform can assist principals in identifying certain areas of concern in order to help principals acquire the necessary skills and

knowledge to make realistic curriculum reform. It is important for the principal to reflect on the use of formal and informal power by districts and groups to achieve their political goals. Commitment to himself or herself implies that the principal will become independent in his/ her reflective actions. Some principals do injustice to their own leadership by dedicating themselves to others to such a degree that they neglect to empower difficult people, which makes their outlook precisely opposed to reflection and commitment. When you reflect on curriculum change framework which you are not familiar with, you must explain to the stakeholders mentioned above how it is done, why the streamlined structure and language adjustment are training them. As long as the principals have given them the responsibilities to do it, and offer advice.

Where and when necessary, you are training them while they are doing the work. It is vital for the trainer to enlarge trainees' skills and to increase their versatility by assigning new or different tasks or difficult and a more demanding role. You as leader in curriculum reform are expanding people's role knowledge, adding to the flexibility and their usefulness to curriculum alignment.

There is also a need for an appropriate use of power on the part of central government and related to this, the type of initiative that shapes the thinking of local community. The creation of a power situation can lead to powerlessness and the negative political manoeuvres such as we see today. If the central government is not giving the community basic services such as electricity, then the community turns against the school and uses the situation, to create stressful and difficult circumstances for curriculum reform. The fact that responsibility and authority are given together with the role, leads to all stakeholders planning how they will best solve the problem. In other words the multiple levels of curriculum development are not dependent on the one leader to complete their tasks but on self reflection and thinking. The ability of the principal display his/her is well trained and efficient. It is important to know the difference between central power, provincial power and the school power to do things differently

Therefore it is appropriate at this stage to understand reflection as extreme clarity around the core message, concepts and objectives heightens the brain's natural tendencies to solve problems and discover (Halsey, 2011:49). Barnes, Bassot and Chant (2011:98), assert that reflecting on an action is a process where professionals take time to think through aspects of their practice in order to evaluate them critically and to seek improvements, to learn and to move their practice forward. This can be done individually, with a partner or in a group. What is important is, to know that critical reflection takes into account the importance of practice as the spiritual values are based (Walmsley & Rebore, 2009:91).

In particular, principals must reflect on new ways to understand the tension they feel when they are torn between macro and micro power struggles. Some clues to such an understanding are found in planning

6.3.2.2 Planning

Chan (2010:4) argues that any trainer must have a training plan to avoid wasting time and other resources. Furthermore, the author provides a model for planning instructional programmes. This plan assist in describing your goals in detail and laid out specific steps for achieving them. Such a plan can assist you in identifying possible obstacles and to make action plans and checklist for all the tasks that needs to be done, As a leader you must be aware of the fact that along the way you will make significant changes to your original ideas as you discover better ways to accomplish your goals. Sterling and Davidoff (2000:69) describe strategic planning as a concrete way of the specific tasks or activities you need to carry out, to move you in the direction of your vision, in other words it is a road map which enables you to realise your vision.

According to Chapman and King (2008:239), planning is a complex, strategic process especially in the multidimensional features of differentiated instruction. The plan outlines steps for realising the objectives or standards using the most effective strategies and activities for each learner's unique strengths and needs. According to Kelly (2009:20), planning must begin with the crucial choice of the most appropriate planning model for the work we have in mind. It is important to know that different models for planning exist. Furthermore, Kelly (2009:24) points out that people need to be made aware of the effects of our policies and practices in areas such as curriculum planning approaches to teaching, the organisation of schooling, the use of testing and other assessment techniques and so on. In particular it is important to be kept apprised of the side effects of what we plan and do.

McNeil (2009:106), provides three levels of curriculum planning, personal level of curriculum planning, institutional and state. For McNeil (2009:107), curriculum planning, includes decisions about what to teach and for what purpose. This occurs at different levels of remoteness from intended learners.

As Nieman and Monyai (2006:77), put it, the ultimate goal of planning is to provide solutions toward knowledge gaps experienced during reflections where the principal is able to participate optimally and where learners must analyse the learning task. It is important to include a subjective component in leading curriculum reform. They need to ask themselves what the aim of the task is, what the nature and the intention of the contents are, what they will be expected to do after

completing the task, whether it will be necessary to make notes and what their personal preferences, approaches to learning and learning styles are. In this context, analysis provide a framework that the principal can apply to distinguish between the different parts of the problem and indicate the links between the different parts of the dyed of study.

Chan (2010:5), expands planning by incorporating a model at the stage, namely ADDIE- which stands for Analysis, Design, Development, Implementation, and Evaluation - this model has both the structure and the flexibility to keep the trainer on the right track and to ensure that his/her training projects achieve clients goals. It is important to have careful planning because it is the way that instructional designers identify what change is needed, what the outcome of change will be and how important it is to achieve the outcomes. Planning shows whether training is the way to achieve that outcome, and what exactly needs to be done to move from idea to reality.

Wiles (2009:102), noted that as the curriculum plan stretches out over several years, it is the data gathered for evaluation that provides continuity. Principals should consider steps to establish an evaluation plan for their school that includes structuring collecting data, organising data reporting and activating. Atwood (2008:33), discusses the manifestos of planning stage employee to prepare him or her for the work that will be performed. During this stage managers will work to ensure that their employee understands their job responsibilities, their goals and how their performance will be measured

6.3.2.3 Evaluation

Wiles (2009:105), argues that the evaluation is useful in lightening up the instructional programme at school, and within that general purpose there are four areas of focus; programme, design, process product and personnel. Focusing on the goal of evaluation, that is to tighten and improve the school programme, the first focus is to examine the concept, looking at the overall structure of the finished curriculum. It is important to know that evaluation must assist the trainer and the judge Halsey (2011:137). Wright, (2008: 245), is of the opinion that the best assessments are those that inform instruction. If the information from an assessment does not reach the teacher in a timely manner, then it cannot have an effect in the teaching and learning process.

During the evaluation phase, Marshall, (2009:1), argues that supervising and evaluating teachers was at the care of the principal's role as an instructional leader. Milestein and Henry (2008: 134), assert that accomplished and whether outcomes are worth the efforts that have been made, this should give policy makers the kind of information they need about initiatives to make good resource allocation decisions. Evaluation is summative in nature focusing on long term outcomes. It is also

important to know that you should understand the political forces that may impinge on the evaluations process Furthermore, Milestein (2008:134), advises that conduct evaluation at the end of each phase of the initiative to serve as basis for continued improvement and any changes that may be required.

Lockwood (2008:78), states that for each evaluation design, implement your assessment plan and schedule to collect performance data from your participants and others, Gorton and Alton (2009:199), states that a formative evaluation represent an assessment of both an innovations strengths and its areas in need of improvement before a conclusion or decision is reached on its success, Formative is diagnostic in nature because it is reaching for aspects of the innovation, or the implementation plan, that are in need of improvement.

Hasley (2011:49), argues that evaluators seldom, if ever, talk about themselves as political figures, persons involved in the distribution and exercise of power. So evaluation is too often thought to involve only the determination of whether aims have been achieved .It is also important to understand evaluation as assessment of what trainees can do with what they have learned. Therefore assessment measures what students know (factually) understand (conceptually) and are able to do in skills and processes. Barnes, Bassot and Chart (2011:98).

Hunskin and Ornstein (2009:275), argue that evaluation gathers and interprets data to determine whether to accept, change or eliminate aspects of the curriculum, such as particular textbooks. Curriculum evaluation is necessary, not only at the end of the programme or school year, but also at various points throughout the programme development and implementation. McNeil (2009:225), on the other hand, asserts that curriculum evaluation generates a host of responses. Some fear the power and control it gives central authorities as Kelly (2009:137), puts it, evaluation will vary according to the purposes, view, conceptions of the person or persons making the evaluation

The following illustrations should clarify what Kelly is explaining. Evaluating the supported curriculum .evaluate the learned curriculum and evaluate the state framework.

The term evaluation refers to how individual principals see themselves as leaders in relationship to what they do. It is particularly important to determine the suitability and value of a particular matter. After consideration of disadvantages, the principal must choose a developmental process that identifies advantages, so this will lead to refinement and more knowledge of alternatives. The process is open, co-exists with the principal and with the principal's role in curriculum reform. The process involves a synthesis to construct a coherent whole by means of different parts of the theoretical knowledge in practical situations and to use theory to solve practical problems.

Since there is a wide margin of indeterminacy, not all demands of role for the principals are alike. It is a plan that guides, that suggests to us how to deal with various situations and to make choices that demand asked us to make. It is a plan that leads principals how to tell the difference, that they are not guided by outside pressures but by overcoming any difficulties in any circumstances, when circumstances turn against us, planning assists us to decide whole determinants of the principal's role in curriculum reform deserves priority. Planning assist us to distribute our workload evenly by having a plan and sticking to it. Demands put to the principal to make the school the centre of community learning and the tension of changing social life and encouraging social cohesion, require strong leadership planning. This requires the principal to plan and analyse the cultural conditioning and social situation of the school, in order to respond to different demands mentioned above. The principal needs not to persuade the cultural conditioning of the bureaucracy.

Chan (2010:4), states that another reason for planning is that people need to succeed in today's highly competitive, rapid changing environment, organisation has an increasing need for training that helps their employees work more productively and increases their ability to retain top performers.

6.3.2.4 Analysis

It often happens that a person achieves well in one area, and very poorly in another. For that reason, the act of analysis must be seen within the training of the school. It is vital to examine something in detail in order to discover more about it. Fink (2008:x) argues that to understand, describe and sometimes explain social phenomena from inside in a number of different ways, one should analyse experiences.

When approaching a needs analysis, the training practitioner wears the hat of researcher and even detective while it is tempting to work only from information provided by managers, within an organisation. Furthermore, another activity which is important and strong in analysis is governing knowledge about the target audience, It is critical that training design addresses not just organisational needs, but the attitudes, abilities, and realities of those who will receive the training of individuals or groups. Also by analysing interactions and communications in the making. Walliman (2011:128), reports that the information gained from analysis of the preliminary data collection leads to the better understanding of the situation and helps to determine what further data collection is required.

For Gibbs, (2007:1) analysis implies some kind of transformation. You start with some collection of qualitative data and then you process it, through analytic procedures, into a clear understandable,

trustworthy insightful and even original analysis. Chan (2010:17), asserts that one must analyse the situation, in order to reveal the possible causes for the gap between the current situation and the desired outcomes. This assist to identify the training needs, organisational needs and what change is needed. According to Bozarth (2008:9), the analysis phase is our first chance to get it right, where we diagnose problems and differentiate training from non training issues.

Although your analysis will be subjective, it will provide with an indication as to how successful you are in planning. Analysis will assist the principal to change negative self thinking and emphasise that what is important, things that affect curriculum reform from outside and out of your control. These are known as macro forces and include things such as forces, changes in government curriculum policy and political changes in education bureaucracy. It is also important to analyse other things that are happening in your school. These are important micro forces, whilst principals are unable to control them all. They can sometimes influence them according to Carl (2009:7), they include empowering teachers through curriculum development, changes hierarchy attitude and development of effective change strategies.

Principals will learn so much about the quality of teaching, the process of teaching and the quality of what is taught. It is by analysing, that principals study the trends of determination of their role in curriculum reform.

6.3.2.5 Refinement

Carl (2009:44), suggests that operational refinement is the execution of the instructional activities as planned and the application of the evaluation criteria with a view to systematic collection of data. Carl (2009:52), emphasises that curriculum should stress refinement of intellectual operations. Education should provide content and tools for further self discovery. Curriculum should be an active force, having direct impact on the whole fabric of its human and social context. Curriculum should provide access to the greatest ideas, and objects that human beings have created. It should advocate adaption as the means of effecting smooth change.

Hoadley and Jansen, (2009:203), note that refinement can create the circumstances in which other force and factors can combine to bring about a change. Glanz (2006:40), observed that principals start small, refine their strategies as needed and provide evidence that their strategies are succeeding. Furthermore, Glanz (2006:55) emphasised the importance of reflective practice as a process by which principals take the time to contemplate and assess the efficiency of programmes, practices and personal in order to make judgements about their appropriateness so that improvement or refinements might be achieved

Personal factor: Training perspective

It is legitimate now to feel a tremendous optimism for the training of individuals and this optimism causes the trainer to use his/her general knowledge to foster reflection and to redirect the training content. Collaboration is possible with those involved in strengthening professional education communities (DoE, 2011:6). The trainer's educational background will assist the trainees to focus on their own personal development efforts. The trainer will keep up to date with opportunities and to implement training support programmes.

The fulfilment of strengthening professional development will encourage the trainer to motivate the trainee to accomplish a personal vision. Also, the administrative skills such as planning, organising and control will enhance his/her commitment to active participation.

Personal factor: Trainee

There are principals who are concerned about self development and lifelong learning. This group of principals show healthy signs of aspiring and willingness to pursue a goal directed opportunities in spite of great school-based or district challenges. The trainee flexibility will allow each to work together with other trainees as partners and as equals.

Training Strategy

In the training of principals, it is important that the curriculum knowledge provided is precise and complete and the best training methods are integrated. Also, it is important to allow the trainee to reflect on his/her own ideas of training to be able to function properly in any school-based situation. Various challenges need cooperative training strategies and peer tutoring (Downs, 2008b:43). These training strategies allow maximum use of the trainee's potential. This way the trainee can contribute to self development and group growth, also to better the improvement of teachers' training in subject curriculum reform. Training will increase staff training programmes in the school which will activate professional development for all (DoE, 2011:6).Monitor

The purpose of the training is to enable principals as individuals to engage effectively in leading their own development as learner and a leader. Monitoring of own progress is important and can be carried out through continuous evaluation of quality control. Also, leadership development must be viewed as contributing to student learning (Coles and Southworth, 2009:67). Monitoring of training objectives, if training provides as much knowledge and information as possible, is constantly required (Downs, 2008b:43).

Self control

An in-service training programme comprising short workshops needs perfect concentration and self control. Self control promotes empowerment, flexibility and inclusivity. In other words according to Rubin (2009:98) it cultivate a shared vision right from the start, even if it's vague.

Evaluation

It is important to evaluate and assess the trainees work to trace his/her educational growth and chart student development (Wright, 2008:243). The trainer needs to measure the skill and knowledge of trainees to assure a positive influence on the instructional practice at the classroom level. As Wright (2008:244), puts it:

“The best assessments are those that inform instruction if the information from an assessment does not reach the teacher in timely manner, then it cannot have an effect on the teaching and learning process.”

For this reason, the trainer will plan integrated evaluation so that it supports and does what McMillan says:

“With some reflection, it is not hard to see how assessment is essential to teaching. Teaching is a process of effective decision making. This includes deciding what to teach, how to teach it, how long to teach, whether to group students, what questions to ask, what follow up questions to ask, what to review, when to review and so forth” (McMillan, 2008:5).

6.3.3 The Role of Training

According to Carl (2009:214), training must be for professional and curriculum development. The real purpose of training is to empower teachers by creating opportunities enabling them to curriculate and to receive skills in curriculum planning and to acquire greater insights regarding broader curriculum matters. It is important to know that most principals' training did not take the new roles into account. Norms and standards for Educators of 2000 (Government Gazzette No 20844) Carl (2009:219) reiterates that many teachers enter the profession without having received specific training to deal with curriculum development.

6.3.4 Kinds of Models of Training

In the current South African context, Marais and Meier (2007:224), describe various models or theories that are particularly pertinent to curriculum reform. In other words, the models enable a

better understanding of curriculum reform and allow one to reach conclusions regarding its practice. The following three models are particularly noteworthy:

6.3.4.1 TABA's Model

Taba's model includes understanding curriculum reform as linear and emphasises scientific curriculum reform based on logically ordered knowledge. This model concerns analysis of a society and culture and studies of learners and learning events. There are seven consecutive steps namely (i) determining needs (ii) formulating objectives (iii) selecting content (iv) organising content (v) choosing learning experiences (vi) organising learning activities and determining what to evaluate and how to evaluate it.

The basic assumption made here is that the principal can lead and direct society and its culture. The seven steps can be used effectively in a participative manner, to purposefully seek developmental areas and content gaps. A sustainable development is offered by this model. Carl (2009:70) mentions that this approach is inductive as the point of departure is the design of material which then leads to generalisations.

6.3.4.2 Wheeler's Model

Marais and Meier (2007:224), hold the view that curriculum reform is a cyclical process in which each step is a necessary condition for the next one so that each proceeds from its fore runner and feeds back into it. In this model five steps can be identified, (i) determining objectives and goals, (ii) selecting learning experiences which help to achieve these goals, objectives and aims, (iii) selecting content through which learning experiences can be acquired (iv) organising and integrating these learning experience and content, (v) assessing the effectiveness of each step and whether its aims have been achieved.

Principals need to be aware of their role determinants and need to be provided with opportunities by the models to respond to these critical determinants in the light of selecting learning experiences. In understanding their difficulties, dilemmas, tension and challenges, principals develop into critical thinkers who can grapple with difficult situations. One of Carl's (2009:14) major assumptions is that leadership is an essential determinant in allowing empowerment to come into its own.

6.3.4.3 Leven's Three-phase Model

According to Marais and Meier (2007:225), this model is offered as a training model to assist SMT's in managing and implementing curriculum change in Gauteng Department of Education (DoE). The model entails the following steps:

Unfreezing or disturbing the balance by making the general public aware of the necessity for reform by restructuring policies; purposeful change as a sensitive, gradual process and refreezing by re-establishing stability and making new policies part of the new dispensation. This model is not an isolated activity within Gauteng DoE. It is supported, refined and structured on Spady's five pillars of curriculum reform. The five pillars are formulated as five questions with guidelines as answers.

1. First question: What should the purpose be?

Guideline 1: to improve the effectiveness of teaching and learning.

2. Second question: What should the vision be?

Guideline 2: to gain equal process to life-long education and training which will enhance the quality of life to ensure a peaceful, thriving and democratic society.

3. Third question: Who will be part of the process?

Guideline 3: All role players in education and training.

4. Fourth question: Do the participants have the capacity to carry out the process of curriculum reform?

Guideline 4: Reform should be within the capacity, knowledge and skills of the role players and short-falls should be addressed.

5. Fifth question: Is the process being supported?

Guideline 5: School principals and deputy principals should be seen as leading and managing curriculum reform.

Understanding, monitoring, leading and managing curriculum reform requires a comprehensive approach that incorporates the principal best practice and employer shared responsibility. This has important implications for the principal as a leader in curriculum reform, the employer (Government Education Department) and universities as training agencies.

This has important implications also for the principal as a learner, mediator of learning, researcher, curriculum developer, the government training agency, the university and the design of training models.

6.3.4.3.1 Advantages of Models

The use of Models holds the following advantages:

Curriculum may develop from particular conceptual frameworks of development,

Such as development of cognitive processes,

Self actualisation of the learner,

Social reconstruction and academic rationalisation.

Empowered teachers must reflect on these aspects as it may lead to further development (Carl (2009:60).

6.3.4.3.2 Carl's Model

It is important to know that Carl (2009:74) adapted this model to the present thinking about curriculum reform. He further states that there is no single correct method of designing with its own fixed rules. The essential components of Carl's model provide orientation toward curriculum reform. What this means in reality is that:

Situation analysis or needs analyses about learners, educators, environment and society must be carried out in order to understand the general goals.

- The Content or core contents or learning areas,
- Learning content
- Learning knowledge and teaching and learning objectives,
- Methodology and Teaching media,
- Organisation and planning of teaching-learning, and
- Implementation.

6.3.4.3.3 The value of these Models

According to Carl (2009:106), models generally have the following values:

- The value of curriculum theory must not be underestimated, as through it, curriculum development and curriculum development practices are better understood.
- Some knowledge of existing curriculum models is useful as it may serve as guideline in curriculum design.
- This knowledge may even lead to the development of an own model which is more applicable and meaningful for one's own needs.
- Models create a logical system or structure in terms of which planning can be carried out.

From the discussion in the previous paragraphs, it is understandable for principals to be involved in curriculum reform precisely because that aspires to acquire important social knowledge, skills and values embedded in indigenous knowledge relevant to their students' lives (Brandt, 2010:158). This is the essence of the training model, the gradual putting of emphasis on the goodness of current best local and global educational practice and to go beyond these good practices to create the next practice in learning and teaching for South African curriculum futures in a unique third space (Brandt, 2010:159).

6.3.5 Reflection on the Training Model

There are different dilemmas or problems that define the role of the principal. A dilemma can be described as a critical situation in which a difficult choice has to be made between many different things the principal could do. A basic understanding of the demands of the role is requisite to carry out that role effectively (Downs, 2008a:19). Barriers to reflection on prior learning cause the principal's role to grapple with balancing constant change and stability. Barriers to executing roles are factors that make it difficult to reform or adapt to new realities of curriculum design. In setting the pace of curriculum reform or development, dilemmas may arise from the following defining features, social dilemmas, a reproduction of knowledge dilemma, conceptual dilemmas, pedagogical dilemmas, cultural dilemmas, political dilemmas (Woolfolk, 2010:334) and guiding principles dilemmas (Carl, 2009:60).

REFLECTION AS A LEARNER

↓
Determinants of your role; as a learner

↓
Policy paradigm shift dilemmas

↓
Bureaucratic pressure for change dilemmas

↓
Internal demands for increased productivity (Learner development knowledge)

↓
External demands for democratising the school system

Many of these problems and challenges both external as well as internal are in conflict with each other. Clearly, reflection must be able to answer the following questions:

What defines the role of the principal in curriculum reform?

What are the problems and challenges?

What are the actions and pertinent attitudes that impact the principal's role in curriculum reform?

What qualities and abilities will principals need in order to sustain curriculum reform?

The last question brings us to the second level of training, planning, that is

Planning as curriculum developer

According to Carl (2009:214), planning affords principals skills in regard to curriculum planning and also to acquire greater insights in regard to broader curriculum matters. Marais and Meier (2007:222), provide a general description of planning.

- Purposeful planning, according to selective learning content called curriculum selecting and ordering learning content to achieve essential skills in specific learning areas.
- Refining knowledge for each learning area.
- Providing didactic guidelines (guidelines and strategies for teaching and learning)
- Identifying assessment guidelines for each learning area (Marais and Meier, 2007:227).

This understanding of the nature of planning has obvious implications for principals to make time for purposeful planning as it identifies knowledge gaps and impacts significantly on the reflection level. A thorough understanding of aspects of planning will facilitate the interpretation demands. This idea links us to the reflection of training which is reproduction of knowledge, that is, knowledge generation as a mediator of learning programmes.

This level requires principals to have systematic and knowledgeable about interrelationship between learning and broad knowledge. For learning, principals need to determine their individual learning contexts. They require knowledge about curriculum development in the South African context, also they need knowledge that will enable them to develop creative and contextually relevant responses to the many dilemmas mentioned above. This level leads to the third level which is to the analysis of how education changes in my lifetime.

6.3.5.1 Critical analysis of my experience

This analysis can lead to a formal academic qualification. A lot of training can happen at school level with the principal adopting instructional leadership. In analysing my experiences, principals can use their learning area of specialisation to develop a curriculum for the phase or entire school. With the creation of training facilities and avenues of employment for retired principals and former circuit managers, the training of principals to provide curriculum services for their own surrounding community is yet another step forward to change society. The actions of the principal are an important complement to the work performed by National Education Department, teacher development agency (CEPT) and South African teacher council. One may say that the principal is a curriculum reformer at micro-level which engages with macro-level and the provincial Education Department to help him carry out his work.

As Wolhuter (2011:28) indicates, that process is quality which is equally disturbing. As in the case of skill quality, what is especially distressing is that poor quality is concentrated in the historically black schools, thus undermining any attempt at equalisation of educational opportunity, a culture of teaching and learning continues to evade the historically black school.

It will be the task of the principal, in the first instance, to do an analysis of educational or curriculum work at the micro-level. The principal, together with the school community, must be enlightened concerning the basic principles of curriculum design and how quality conditions may result in learner helplessness (Carl, 2009:). Furthermore, training must be given in connection to evaluation of the effectiveness of the curriculum and how a hurried curriculum review can cause certain weakness in the components of the curriculum design. Through sheer ignorance of what constitutes good curriculum reform models principals suffer from making difficult choices in spite of plentiful curriculum theories. Reflection and planning will also be an important part of the role.

In the second place, principals must undertake specific tasks, such as accountability, resource management and translating all educational policies into practice. Failure to lead and manage

these roles is often fatal and can lead to poor quality. In order to carry out all these tasks successfully, the principal as a researcher must be thoroughly trained in evaluation.

Evaluation

Marais and Meier (2007:226), affirm that the procedure of curriculum reform ends with evaluation. They argue that the impact of curriculum reform will be to make implementation realistic and not separate it from guidance and training. Carl (2009:150) concluded that evaluation links different curriculum elements with one another. The process of evaluation is used by principals to assess efficiency and effectiveness of teaching and learning. It is carried out by the principal to redesign and to test how much is known about something learned. This provides principals with valuable training that will not merely help them in their supervisory work. It will also help them in their understanding role determinants. It will train them to pick out essential external factors that can impact curriculum reform at the micro-level and to reject what is not adaptable. It should help them in making condensations and summaries as well as handling information logically.

The incidence of low quality can, however, be materially reduced by applying subjective tests at local level. In this kind of evaluation, the object as to measure qualities such as the learners' ability to perform certain practical or intellectual skills might include reading. Again, assessment of practical skills by the principal observation is the key.

The principal should identify which particular features of learner performance points will be awarded for and what proportion of the total will be allocated to each of these. In primary schools, this evaluation is based on assessing oral reading, reaction of poetry, arts and craft work and practical activities like gardening.

At the end of this critical assessment, the principal is empowered with knowledge and understanding of the dilemmas, tensions and barriers to teaching, learning and curriculum adaptation. According to DoE (2005:4), stressed that principals should be more concerned with:

- a) Quality of teaching and learning and educator development
- b) Curriculum provision and resources
- c) Learner achievement
- d) The suitability of the curriculum for learners of different ages and different abilities.
- e) The school's assessment policies and practices and their relevance to the curriculum (DoE, 2005:13).

This evaluation would emphasise initiative through the incorporation of the final level closely aligned to school community vision and a redefinition of the strength and weakness of the various kinds of roles in school. Evaluation contributes towards overall task, design and acknowledging gaps in training and to address them.

In the current South African context, redefinition may arise where the political dimension of education would like to include the perceptions held by important others.

6.3.5.2 Refine

The last level can help principals to understand situational demands of the important others in curriculum reform, to extend their insights and to sharpen their critical perspectives. Redefinition assists to distinguish between trivial, everyday routine roles and constant change which adds to research and review-based knowledge. At this level of the training, principals are shifting through important differences between the orientation of most stakeholders and most non-stakeholders and to understand if these differences have significant curriculum practice implications. Furthermore, there is great and urgent need for the services of these people, a need that will exist for many years to come. According to Carl (2009:135) the nature of curriculum reform happens at three levels, namely, Meso–Level, Macro–Level and Micro–Level.

It is clear, therefore, that curriculum reform does not consist of only one component, but is a combination of different components, forming an entity called “teacher development and training”. Finally it includes reflection upon the roles of stakeholders like government, SACE, the teacher unions and the universities to discover what we do not already know from the existing knowledge base on training and development. Redefinition is rich in detail and is usually focused on the individual relationship with stakeholders. It is a way of thinking about determinants of roles and involves the capacity to recognise dilemmas, problems and challenges facing the principals in their roles and adopting open-mindedness of attitude to acquire skills to make correct judgments. Redefinition extent knowledge systematically and redirects professional development (Basic Education, higher education and training, 2011:8). It is also called refinement which allows both trainee and the trainer to create a possible learning in their interaction.

6.3.6 Justification of the training model

A document on “Integrated Strategic Planning Framework for Teacher Education and Development in South Africa” emphasised that it was essential to commit what our country needs to take care of our education today, as well as to build a solid foundation for future generations for teachers who

follow in our footsteps (DBE, 2011:1). Further, there are opportunities for teachers to be helped to identify and address their own professional development needs by:

- Interpreting their own learners' performance in national (and other) assessments
- Assessing themselves by taking user-friendly diagnostic tests based on the content (theory and practice) frameworks of the school curriculum.

The point that this document makes is that individual teachers' need and systemic needs will be identified and targeted and teacher development programmes will be put in place. This training model will impact teacher education in two broad areas, namely the commitment to curriculum reform, training and crucial matters for special learning, assuming the trainer will be committed to reforming the role, will be demanding and will require him/her to emphasis what Busher (2006:114) says,

This curriculum is bounded by the cultural norms and beliefs of the macro-society and the local communities in which teacher's schools are embedded.

Carl (2009:86), makes the point that such approach to curriculum design must link with the NQF vision of lifelong learning in that learners must accept co-responsibility for what they learn.

Foundational to any curriculum reform is the relationship between the training programme and the principal concerns about accepting the learner's needs and purposes and creating educational experiences and programmes for the development of the learners' unique potential. Here, the principal needs to personalise curriculum decisions for reform and practices. The training assists principals to take more responsibility for determining learning content.

6.3.6.1. A Schematic representation of the training model

6.3.6.1.1 Reflection

- Reflection on prior learning on doing the real things e.g. thinking about learner development.
- Critical thinking that there are many ways to train for curriculum reform.
- Training seen as lifelong process
- To be sensitive to required knowledge and becoming aware of multitude dilemmas
- To formulate the problem which originates from the dilemma
- To react to the problem by initially comparing it with previous similar problems or to

acknowledge its uniqueness

- Experiment in a simple manner with possible solutions (of others) to the problem.
- The design of the curriculum takes into account the previous experience of the school (DoE, 2009:29).
- Access to a wealth of knowledge, experience and possible solutions to reflect on the free-flow of ideas and mediate a quick response to critical issues.

6.3.6.1.2 Planning

- Around values, openness and integrity. This assists the principal to be clear, appropriate and to operate with integrity internally (School level) and externally (communities of practice).

Planning views, in this light, assist principals to stay on top of the important dimensions of curriculum reform to consider. These dimensions include:

- Interpreter and designer of learning programmes and materials.
- Understanding of curriculum and learning theory.
- Developing innovative and contextually relevant responses to curriculum design and adaptation.
- Simple interpretation and evaluation of curriculum in areas of specialisation.
- Planning around profound understanding of curriculum and learning theory.

6.3.6.1.3 Critical Analysis

Analysis comes after reflection, as a general aspect of identifying or correcting defects from reflection on lack of knowledge, lack of exposure to best practices and theories during initial training and preparation. In this way, these deficiencies can be changed by an analysis of prior practice. Therefore, critical analysis assists the trainer to understand the learner's (Principal) engagement with the practice and theories. The extent of knowledge deficit or reflective capabilities will reflect the problem's severity for the trainer. This does raise the question of whether the learner was trained to deal with curriculum, teaching, learning, knowledge and dynamic relationship of the four

factors. Selected advantage training, workshops and conferences do not always entail these factors. Analysis assists to identify pitfalls and make a contribution to a compelling planned training.

6.3.6.1.4 Evaluation

The importance of evaluating the intended goals cannot be overemphasised. This serves to pin point the skills developed by trainees and the practical knowledge they achieved and the values and attitudes gained from, being open-minded about the training contents. Evaluation will always be based on the concrete problems encountered by trainees in real social situations. Carl (2009:145), maintains that the intentions to evaluate are considered three-fold:

- I. The achievement of deserved goals seeks mainly to determine the level of success of learners or individuals.
- II. Assessment of merit-seeks to determine the merits of specific entity according to given standard.
- III. Decision making is primarily involved with future planning.

These intentions would promote a more efficient use of training and also provide the teacher training and development sector with information about individual needs and demands. It is important to know that evaluation will emphasise assessing the knowledge, attitude, values, practices and theories that principals have acquired. Action implementation focuses on learners effectively making progress as could be expected in light of their prior achievements in level one, two and three. The last level will be to redefine learning barriers and all bureaucratic reviews about educational issues (Carl, 2009:17).

6.3.6.1.5 Refine

The participants in teacher development might be ordering information and producing well formulated solutions. Redefinition means attending to training priorities that can provide a lighter standard, such as attending short courses focused on managing curriculum and assessment (DoE, 2001:8).

What can the principals do at the end of the course that they could not do at the beginning?

How is this benefiting the principals and the schools and the communities from which they come?

To what extent have I capacitated my trainees to realize and fulfil their true potential and to adopt a

self-directed approach to their professional development and training?

Determining if the required performance standards are reasonable.

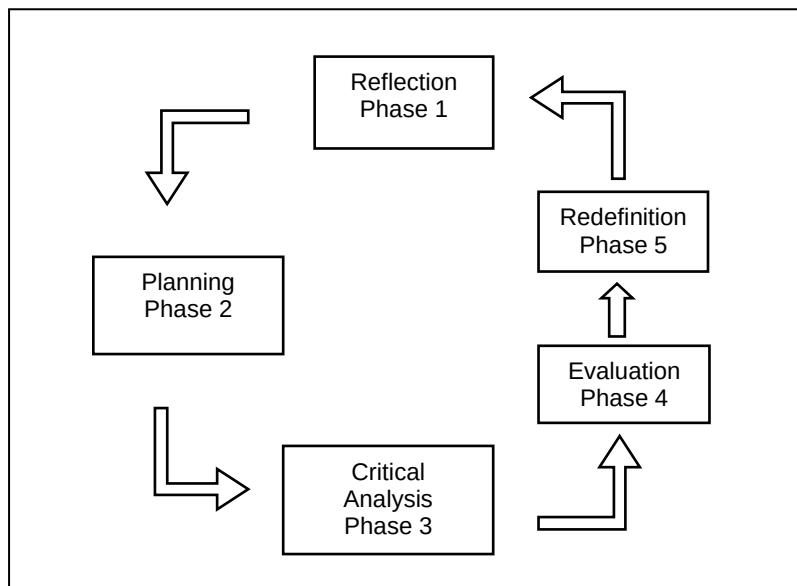
What is assessment and why is it important?

What needs to be assessed during training?

How can the principal assess curriculum modification in the classroom?

Balancing priorities

Figure 6.1: Training model to assist principals become curriculum reformers



6.4 CONSIDERATION OF IMPLEMENTATION

Easy implementation of curriculum reform, design, adaptation and the renewal process is dependent on a number of features including the following:

Commitment to progression in training

Before one starts with a training session, the determining of the process needs of the trainee should be conducted. Factors which can influence progression in training can be analysed to make trainees aware of the factors that can hamper progression, beliefs, thoughts and perceptions are discussed; this is according to the meaning the trainees or trainer assign to progression in training. The emphasis here is to help the learners (Principals) in the development of their personal relationship with the internal and external factors that can impact their training.

Initiative in reaction to change

The previous process emphasised open-heartedness to progression in learning; Initiative concentrates on interpretation and design of learning programmes, aiming to lead trainees year to year into a fuller understanding of and participation in curriculum design and adaptation. Through responding to the reviews of curriculum development at the National level, this process aims to awaken the trainee awareness of curriculum, transformation insight and understanding.

Understanding the way the design is constructed

The values projected by the curriculum have to be experienced before they can be assimilated. This means searching for empowering learning skills and enhancing assessment standards to develop learning material. These standards serve as points of departure in creating learning experiences that are relevant to individual situations and spills over into the whole school curriculum development. In this way, new ideas may be generated and assimilated, signifying trainees as knowledgeable.

An aptitude for all learning areas constituting curriculum transformation

A good habit that will help the principal to develop mastery of one's curriculum design is the practice assessment. It need not take fifteen minutes to ask oneself the following questions and to record one's responses in a diary.

To what extent did I monitor the construction of inclusive cultures in my school?

What are the steps I am using in curriculum design of this learning area?

Have I given as many ideas as possible about the learning area or problem? (Busher, 2006:85)

This kind of reasoning provides practical instruction and demonstration and plays an important part in implementation. Both trainer and trainees are being called on to develop a view of implementing curriculum reform.

6.5 IMPLEMENTATION GUIDELINES

6.5.1 Introduction

As can be seen from the above, teacher trainers and developers are called on to locate a new way of participatory training whose task is the collective training of teachers in a particular community. As in the case of the content limits and methods of training, there may be many convergences or divergent options about what teacher training is and its goals. These will differ from one stakeholder

to the next depending on the critical circumstances and values of each. Without attempting to be holistic regarding these implementation guidelines as the only or correct approach to teacher training and development, DoE (2011:2) ideas will suffice:

Teacher professional knowledge and practice standards will be developed to inform teacher education and improve the quality and relevance of teacher education curricula.

- Mentor teachers will be helped to form Professional Learning Community to expand peer-learning opportunity among colleagues.

6.5.2 Taking responsibilities for their own professional development

According to DBE (2011:3), a positive learning attitude is created for principals to get themselves involved in professional building activities to ensure that each one is the author of their own professional development journey.

The successful implementation of this training is dependent on the extent to which each one responds to the integrated strategic planning framework for teacher education and development in South Africa. The enforcement of the implementation can be phased in only when trainees can do these:

1. Learning how to identify gaps in subject knowledge through (i) interpreting learners' results in national and other assessments; and (ii) taking user-friendly online and/or paper-based diagnostics in specific subject/learning areas;
2. Actively learning with colleagues in Professional Learning Communities (PLCs).
3. Accessing funding to do quality things
4. Assured courses that are content rich and pedagogically strong and which address their individual needs;
5. Understanding the curriculum and learning support materials, preparing lessons and delivering them competently.
6. Signing up with the SACE Continuing Professional Teacher Development (CPTD). Management System and achieving the target number of Professional Development (PD) points.

In achieving these imperatives, it is important to know that implementation will be driven by independent and critical thought of the trainee, the capacity to redefine, to reason and to enquire. The realisation of training that address the trainee individual needs can materialise through the enjoyment of lifelong learning. This also involves to adhering to policies assisting training implementation.

The Whole School Evaluation

The policy comprises mainly of nine areas identified in Tirisano as being key to the future development of education in South Africa. Three of these focus areas relate directly to the training of principals to implement curriculum reform. Namely;

- Quality of teaching and learning and educator development
- Curriculum provision and resources
- Learner achievement

As with all training works, this will be achieved on the basis of greater participation by trainees. This policy is required to ensure that the implementation opportunities of acceptable quality are available at the local level. Another policy which seems to enhance curriculum reform training is called Integrated Quality Management System.

Integrated Quality Management System

This policy is particularly crucial in the current context of curriculum reform training, as it provides overall themes about curriculum knowledge and trainees are able to meet the developmental needs of NCFD without much guidance or assistance. IQMS programme addresses the curriculum design, adaptation, renewal and development. These are therefore, particularly vital as their successful implementation at school level improves the trainer and trainee effectiveness. From this perspective, IQMS depends on and contributes to teacher development. This process drives understanding of curriculum design, usability of learning support material, adequately preparing lesson and implementing them competently. It is necessary though to locate other policies like Quality teaching and learning campaign (Molale, 2007).

Quality teaching and learning

Among other things, it lays the foundation for all actions and activities, and determines the task of every role player in and outside the school. The stakeholders find themselves providing a conducive learning environment for a better learning culture.

Why implement the theory/model?

- The purpose is for the development of the principal
- The purpose is for social interaction.
- The purpose is to involve the trainee in developing learning content.

Research for his own development.

How will the following make real contribution?

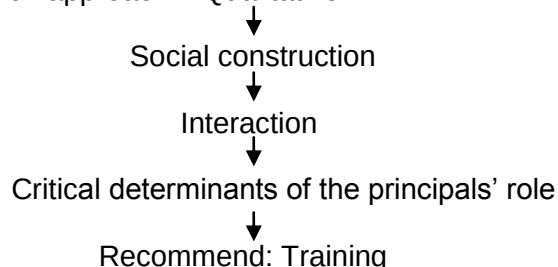
When training functions really effectively: Reflection: prior knowledge, Redefinition

Alternative change: development carried forward.

1. Theory of research : social constructionism

- Reviews
- Pragmatic
- Critical theory
- Interaction
- Open-heartedly accepting reviews
- Analysing

2. Research approach: Qualitative



Consequently, it is important for smooth service delivery and for the creation of development opportunities. What is demanded of the trainee is to sign up with SACE for more comprehensive training.

6.6 IMPLICATION OF THE TRAINING MODEL

I understand that there is a variety of information to be given from activity learning with colleagues in professional learning communities, but one needs to be selective, both in the problems facing current situation and in the aspect of determinants which determine the nature of your problem. The

selection of the solution will depend, most obviously, on reflection and awareness of critical factors that will have bearing on what one is able to do.

The training must also be supported by others situational analyses, interpretation and transmission of knowledge and ideas and values.

6.6.1 Understanding continued education by training

The principal on his own, cannot cope with real needs and a great deal of information is being held back by emergency training colleges causing a need for principals to improve themselves by increasing their knowledge, their skills or social values through informal ways. This makes education or improvement haphazard since principals cannot return to colleges or universities because of the nature of study there, or long periods of full-time study. This training can be provided by short courses, work-course and compiling portfolio and understanding individual personal development concerned with approaches, techniques and knowledge that comes with each educational review and modification. Many principals stand in need of improvement and extension of the skills they have so that they can curriculate. These skills are mainly selection of learning material, interpretation of curriculum change policy and supervision.

6.6.2 Creating sustainable training

Assisting students (principals) as learners evaluate individual and group work and progress is an integral part of the supervisory role of the professional learning communities (PLCs) provincial, teaching development institutes (PTDS), all national and provincial priority professional development (COP) programmes and management systems achieving the target number of professional development (PO) points (DoE, 2011:3).

So, although we are still far from a stage in which everything is settled, a sympathetic and authoritative guide, taking into account local circumstances and social background, is provided for sustainable training. In a situation like this, we need to keep closer together not only physically but also giving each other courage to venture into future challenges knowing that the content of learning is largely determined by the individual principal.

6.6.3 Methods for dealing with educational reform

An examination of current curriculum reform practices indicates that the needs of the ministerial reviews are probably the most poorly met. The main reason for this may be a general assumption that every minister comes with his/her own ideas for educational reform, and that they present no particular structural training model.

The implication of the training model is therefore that we must be worried about redundant old skills and training courses in North West Province. Practices in certain districts have tended to repudiate the provincial's intentions in principals choosing five roles for performance contract. Principals do not just respond to the request but they become learners, facilitators and designers of learning materials. Therefore identified sources offer to current principals must not be about meeting their wants or needs but about shopping the integrated strategic planning frame work in the Province (2011:5). The eighty hours set aside for professional development can be used profitably. The model could serve various purposes and audiences within the integrated strategic planning frame work.

6.6.4 Implications for the trainer

Perhaps it is necessary to direct a special word to the trainer. Often the trainee he/she meets at in-service or short course workshop will present him/herself with the problem of having to lay the foundations and give this trainee the fundamental instruction he ought to have had initially.

The implementation of curriculum 2005 shows that the principal oriented learner is weaker than those who follow degree courses at the university that included curriculum as a course. There must be cooperation between the two, and both must be enthusiastic about individual development and not regard their reflective actions as barricaded against each other. If there is a theoretical dilemma or knowledge generation difference, they may be happy to tackle these as active participants.

Sometimes the specialist trainer may extend this training to school in-service, it is important to know that specialisation would be premature, as each trainee must be afforded the opportunity to critically analyse his/her own individual development.

Up to this stage of reflection, a specialist is necessary, which will form the broad bases on which roles should focus. Some principals may elect to be trained in much integrated way to address several problems confronting them.

The trainer's themes could include some topics that some lucky principals could very well have done at various institutions, and needed advanced training only. Planning will assist the trainer to present a post-modernist grounded curriculum planning. This way you unfold a discourse with those who are not curriculum experts to develop a general understanding from colleagues.

6.6.5 Implications for the trainee

There is a wealth of knowledge on the ways and means in which principals as trainers could be assisted to become curriculum reformers and take their development in their own hands. With transformative development as the national priority the trainee once again is invited to take part in helping one another and learn from one another. The trainees' have achieved something in one direction or another in their initial training. You probably have a suggestion to make in the light of your own experience, a suggestion that may be of assistance to the redefinition of training.

The trainees need to be aware of the challenges facing the trainer and how these might affect their relationships. For this reason, the trainees need to be sure of the developments around curriculum reform (DoE, 2010:14).

6.6.6 Implication for newly formed institutions

As a result of partnership and commitment to transformative development, more pressure has been brought to bear on teacher development institutions to stand up and give more meaningful support to trainees and purposeful leadership. This is necessary in order to prepare for rapid social change which is becoming a permanent feature in the country. The trainees have to identify problems over and highlight their difficulties and suggesting how they are going to grapple with problems and demands of all sorts.

Consideration also needs to be given to the trainees' need for social development. It should be assumed that the strategy of guessing at the mourning of curriculum framework will be institutionally based in service promoted to provide principals with some knowledge of source- post modernists, that curriculum is a public discourse that seeks transformation. And teaching is a moral activity that seeks compassion and understanding (Slattery, 2006: xvi).

Institutionally-based training cannot be regarded as an isolated activity of victims of the professional learning community, national institute for curriculum and professional development or teacher Education Committees. It needs to be supported and strengthened by integrated strategic planning

framework for teacher education and development. According to the DBE the planning will be from 2011 until 2025. (DBE, 2011- 2025). From time to time there is need to find a way around the hegemonic forces and institutional obstacles that limit our knowledge, reinforce our prejudices, and disconnect us from the global community (Slattery, 2006:35).

It stands to reason that trainees themselves should practise tolerance of these demands and attract attention for lifelong learning. It is important to know that in practice, institutionally-based training challenges, misconceptions, guide and help trainees to achieve curriculum reform success. What is therefore required is fair treatment for all. The curriculum content of the training also has implications for the design of facilitating community participation. Individuals and institutions might have separate transformative development plan and careful attention will have to be given to negotiating the production of legitimate knowledge (Slattery, 2006; 35).

RANGE STATEMENT FOR REFLECTION PHASE: 1

The scope of the phase is the dynamic growth of prior learning, determination of needs and analysis of the critical situation and the needs of the trainee.

Important skills 1: interpret own learning contexts.

Range: These skills will require knowledge and insight into the issues, debates and challenges facing the trainee in developing, changing and designing curriculum.

Assessment criteria: Trainee learning contexts are interpreted by:

- Selecting, ordering and planning, training sensitive to integrated strategic development plan for teacher development.
- Analyse some of the problems in providing curriculum reform for own school curriculum.
- Becoming familiar with the debates on micro-curriculum design.

Important skills 2: interpret and assess curriculum in an area of specialisation.

Range: these skills will require the trainee to acquire skills and knowledge about curriculum reform theories and best practices.

Assessment criteria: Exploring the best practice and curriculum practice and learning area design and implementation.

Assessing underlying curriculum theories.

RANGE STATEMENT FOR CRITICAL ANALYSIS: 2

Important skills 1:

Develop critical thinking and to encourage debates about curriculum needs, role and determinants to make trainee aware of the dilemmas of engaging in curriculum reform.

Range: show how lack of curriculum knowledge training has impacted on curriculum practice over the past years.

Assessment criteria: commitment to learning is evaluated by completing a proposal or initial prior learning into specific trainee results.

- Demonstrate an understanding of the leading curriculum reform as a form of school curriculum enquiry from different perspectives.
- Analyse the different levels of curriculum design and identify role players such as community learning practice, NICA, colleges and universities in the process.

Range: These skills will require a sound knowledge base in leading and critical understanding of curriculum adaptation, teaching and learning modification.

Assessment criteria: Discuss in some details participation in curriculum design and the levels at which participants can be involved.

RANGE STATEMENT FOR PLANNING PHASE: 3

The scope of this phase is the dynamic objectives pertaining to curriculum planning. Trainees will explore the variations and modification of curriculum design models.

Important skills: Analyse multiple curriculum design models and determine the extent to which they influence the training in current context.

Assessment criteria: individual training (learning) contexts are interpreted by:

- Investigating different principles of curriculum reform.
- Critical reflecting on how the process model of curriculum planning works.
- Discuss and explain the assumptions underlying the training model.

RANGE STATEMENT FOR RE-EVALUATION PHASE: 4

The scope of this phase is to explore the change and development in the curriculum. Critically explore the opportunity to examine the issues encountered with respect to specific skills. Interpret the functions of evaluation in curriculum reform.

Range: These skills will require knowledge about the assessment and evaluations at micro– level.

Assessment criteria: The functions of evaluation are interpreted by:

- Clarifying the functions of evaluation.
- Reflecting on continuous evaluation.
- Potential causes of success in curriculum reform.

RANGE STATEMENT FOR REDEFINITION PHASE: 5

The scope of this phase completes the training cycle. The skill requires a sound knowledge and evaluates knowledge in the field of teaching and social construction knowledge, include also to identify and discuss the different trainee accountability explains the need for such accountability.

Important skills: interpret individual training contexts.

Assessment criteria: Individual training contexts are interpreted by:

- Interrogating development opportunities from the integrated strategic development plan for teacher development and training.
- Reflection in the role of the principal
- The trainees' ability to work effectively with others as a member of community of learning and practice.
- The trainee being able to collect, analyse and critically evaluate information.

The chapter has provided a model to assist principals to become curriculum reformers. This model assists principals to understand the nature of the determinants of their role in curriculum reform to provide immediate and relevant information to principals who are trying to individualise curriculum design to improve and follow up on curriculum review and adaptation of the efforts made through ministerial efforts.

The model affords both the opportunity for reflection and planning research, analysis and redefinition of required knowledge. The training model offers the advantage of choice and the

experiencing of the challenges which are supported by policy – driven and the critical situation found.

The literature review as well as data analysis and interpretation offer the researcher a conceptual framework to guide model development. Our commitment to the national priority is highlighted by the training model and self actualisation. The chapter also provides implications of the training model.

There is a variety of information to be acquired from activity learning with colleagues in professional learning community. But one needs to be selective. There is need to understand continued training, creating sustainable training, examining current curriculum reform practices. Furthermore, implication for the trainee is that he/she needs to be aware of the challenges facing the trainer and how these might offer their relationships. The next chapter focuses on summary, findings and recommendations based on this study.

CHAPTER 7

SUMMARY, FINDINGS AND RECOMMENDATION

7.1 INTRODUCTION

This study was conducted with the purpose of exploring the determinants for the role of the principal in curriculum reform, exposing the problems and challenges that impact the role of the principal in curriculum reform and to describing the events, attitude, beliefs and policy – that influence the role of the principal in curriculum reform. The aims formulated at the onset of the study are revisited in this chapter to determine whether they are achieved.

The aim of the chapter:

The training model has qualities that indicate the intertwining with other curriculum design theories, such as Carl's (2009:74) Model, the Bank's social action approach (Meier, Van Wyk and Lemmer 2007:170) and Lewin's three phase model (Marais and Meier, 2007:225). The intertwining of curriculum reform requires that the training must be in line with the spirit and direction of curriculum reform at the micro-level or macro-level. Carl (2009:145) mentions that the components of one model may even be encountered in another. Furthermore, curriculum development must therefore, take note of particular models and determine the extent to which they could comply with their requirements. This training model contributes really effectively in introducing the reflections phase as the first level of looking at community needs (Trainee, NICA and University) and the redefinition of colleges' phase to allow adjustments of all sorts.

From the above, it is clear that taking care of factors which are important for implementation, assist in continuously addressing the problem and practice-oriented in-service training will occur at micro-implementation (Carl, 2009:135) level. The literature review as well as data analysis and interpretation offer to the principal guidelines to reform curriculum and to innovate it.

The researcher's task is to make sure that the literature reviews and the data collected by means of interview tape-recorded and completed by principals, contributed to answering the problem question on which the study was based and assisted the researcher to achieve the overall aims of the study. This chapter provides information regarding the following:

An overview of the study

Findings from the literature review

Findings from the empirical research

Findings in relation to the aims of the study

Critique and limitation of the study

Recommendations

Suggestions for further research

7.2 AN OVERVIEW OF THE STUDY

The overview of the study provides a brief summary of the gist of the preceding chapters of the study.

CHAPTER 1

The purpose of this chapter was to orientate the reader regarding the problem statement, the aims of the study and the empirical research design in the study (cf. 1.2; 1.2.1; 1.4).

The problem statement, which was translated into the main part of the study, focused on exploration of the determinants of the principal's role in curriculum reform and exposition of the problems and challenges of the principal's role in curriculum reform also to identify the events, attitude, beliefs and policy that impact the role of the principal in curriculum reform (cf. 1.2).

(cf 1.4.1; 1.6). A qualitative research method and design was utilised to gather data by means of interview involving ten principals in the Ngaka Modiri Molema District in North West Province. The main purpose of the interview was to understand the determinants of the principal's role in the curriculum reform from people perspective regarding the following:

- Principals' understanding of school reform;
- Principals' understanding of the problems and challenges that impact their role in curriculum reform;
- Principals' understandings of events, attitude, beliefs and policy that impact their role in curriculum reform

CHAPTER 2

This chapter focused on providing an insight into the theoretical background that underpins the study (cf. 2.1; 2.3, 2.4). The theories provide ways in which principals are responding in ways different from what bureaucratic thinking does. The postmodern perspective responds in

contradictory ways and assists the principals to embrace the dynamics of tension and paradox. The principal is encouraged to navigate or scour the challenging circumstances.

Critical theory forces provide an opportunity for principals to free themselves from confusing, chaotic and disruptive reality in flux. Processing all this, there is self-empowerment and emancipatory interest. (cf. 2.5; 2.6).

CHAPTER 3

This chapter focused specifically on exploring the principal's role determinants in curriculum reform and problems and challenges that impact the role of the principal in curriculum reform, (cf. 3.2; 3.3). It also identifies the events, attitude, beliefs and policy that impact the role of the principal in curriculum reform. (cf. 3.4; 3.4.2). The researcher also researched the literature to determine what mechanisms can be created for quality education (cf. 3.4.2; cf. 3.4.3).

CHAPTER 4

Chapter four elaborated on the empirical research design used to investigate the determinants of the principal's role in curriculum reform. The research method, research design and data collection instruments were discussed in detail. The qualitative design was suitable for the study as the researcher wanted to understand the given situation through people perspective.

In general, it appeared that the principals who took part in the study were aware of the importance of understanding the determinants of the principal's role in curriculum reform (cf. 4.4.2.1), and are trying to create mechanisms to align curriculum (cf. 4.4.1.1; 4.4.2.3).

The principal's responses confirmed that principals are influenced by different situations, circumstance and difficult issues (4.4.1.1; 4.4.1.2; 4.4.2.3).

- 1) The researcher also explored the literature to identify events and investigated how their impact affected the role of the principal in curriculum reform by investigating different national to local events. (1.3; 4.1; 4.4; c.f. 4.4.1; c.f. 4.4.2; 4.4.3) and the contribution education department made to fuel tension and paradox in activities or events occurring in curriculum reform also the researcher reviewed the literature to examine mechanisms that could be productive for quality education for all (cf. 1.5; 4.4.1; 4.4.5; 4.4.5) and the training model that promotes the principal self development to become curriculum reformer was created for training and learning.(1.6; 6.1; 6.2.1; 6.2.3; 6.2.4; 6.2.5; 6.2.6; 7.6; 7.7).

CHAPTER 4

Chapter four elaborated on the empirical research design used to investigate the determinants of the role of the principal in curriculum reform, problems and challenges that impact the role in curriculum reform, events, attitude, beliefs and policy. The research method, research design and data collection instruments were discussed in detail and the choice of a qualitative research design was suitable for the study as the researcher did a first exploration to establish given contexts and situations through the opinions of principals in the Lehurutshe Education District. Principals were interviewed on all research questions.

CHAPTER 5

The data obtained from the interviews were transcribed, analysed and interpreted in this chapter. In general, it appeared that the principal is overwhelmed by bureaucratic demands, social problems, challenges to transform and to cope with rapid environmental factors (cf. 1.6; 5.1; 5.2; 5.3; 5.4). The principals are trying to develop mechanisms to deal with different situations and demands. However, the results obtained from the interview revealed that ideals of the RNCS have not yet fully become a reality, decentralisation is just “lip service”.

7.3 FINDINGS FROM THE LITERATURE REVIEW

7.3.1 Findings on aim 1

With regard to aim 1 (cf. 1.3) namely: to understand the factors that influence the principal’s role from the people’s perspective, the following findings surfaced from the literature review.

An understanding of choices, demands, dilemmas, tension and achievable goals implies understanding of political pressures, policy areas which impact the role of the principal in curriculum reform (Eliassen and Setter, 2008:145).

Understanding curriculum difficulties in implementing change.

Effective leaders of learning have understanding of curriculum design.

School leaders need to understand the change process in order to lead and manage change and improve efforts effectively.

In learning, principals use theories to understand what is happening around them and to influence their practice.

The consciousness is shaped by different of understanding (Pring, 2007:18) (cf. 1.3).

Understanding of the problems of the principal's curriculum leadership (cf. 1.7) (cf. 5.2.1.1.4.4 pg. 173).

7.3.2 Findings on aim 2

With regard to aim 2, namely to explore the determinants of the principal's role in curriculum reform, the following findings surfaced from the literature review:

- Social forces and political forces (Hunskin & Ornstein, 2009:14; McNeil, 2009:112) cf. 1.1.
- Bureaucratic theory and democratic theory demands impact of the role of the principal in curriculum reform (Miller, Devin and Shoop, 2007:69; Crowther, 2009:70) cf. 1.8.
- Leadership cannot be a top down phenomenon. It means knowing and understanding the attitudes, emotions and opinions of all stakeholders (Walsmsty & Rebore, 2009:16) (c.f. 6.3; 3.1).

Carl (2009:3), describe forces such as freedom, empowerment, emancipation, power, suffering, conflict, political declaration, oppression and inequality as influences the role of the principal in curriculum reform. Steyn et al. (2011:10), see factors such as the politics, demography, economy and culture of the target group form part of determinants that impact the principal's role in curriculum reform. Eradication of poverty, political factors and social factors have influenced classroom practice (c.f. 3.1; 3.2). Competing demands that result from rapidly changing environments place huge challenges as leadership and management of schools in particular (Naidu et al. 2012:1).

It was found that post modernism believes that schools or temporary schooling is characterised by problems of violence, bureaucracy demands, political conflict, decaying infrastructure, demoralising economic disparity and social inequality (c.f. 2.2).

A literature review was conducted in order to obtain information on the determinants of the principal's role in curriculum reform. The information obtained from the literature review was utilised for the formulation of questions for the interview. As indicated in chapter 1 the aim 2 was achieved in chapter 2 and 3.

7.3.3 Findings on aim 3

To describe the problems and challenges that impact the principal's role in curriculum reform, the following findings surfaced from the literature (cf. 5.2.1.1.4.1 pg. 164) (cf. 5.2.1.1.4.2 pg. 168).

- Closing of achievement gap (cf. 3.4.1).
- Turning around failing schools (cf. 3.4.1).

7.3.4 Findings on aim 4

To describe the events, attitude, beliefs and policy that influence the role of the principal in curriculum reform, the following findings surfaced from the literature (cf. 5.2.1.1.4.7 pg. 186).

From the above events it seems evident that there is consensus about using these events for nation building and social cohesion. The purpose of each event focuses on national priorities (Raj; Walters & Rashid, 2009:10) (cf. 5.2.1.1.4.6 pg. 177).

Woolfolk (2010:334) answers the first research question, this way;

Principals are driven by the ongoing process of achieving more adjustment and role satisfaction (Woolfolk (2010:334),

Fundamental to the role of the head teachers is the need to understand their role worlds; the need to distinguish dilemmas from problems conceptually; to understand that problems can be valued, dilemmas cannot. Woolfolk (2010:334), mentions that the dilemmas and tensions found in school sectors. Choosing the right response involves knowing the situation. Without conceptual framework, complexity is replaced by simplicity and difficult conflicts of interest replaced clear rational decision making. As a result, the concept dilemma becomes an important key to understanding and in encapsulating many of the difficult and messy experiential aspects of school leadership. The head teachers are suffering to keep their emotions intact, because of frustrating demands and emerging complex situations. .

Leithwood and Beatty (2008:58) state that changing policies often place principal in the middle with pressures to continue to feature the moral purpose of doing what's best for kids while honouring their professional obligation to the governing body that is changing the policy. This regularly places them at odds with parents, teachers and their own consciences.

7.3.5 Findings on aim 5

To describe mechanisms that can impact quality education, the following findings surfaced from the literature.

There are many factors which influence a teacher's use of curriculum plans such as teachers personal knowledge and experience is backing the teacher's knowledge of the subject or topic. Lack of knowledge in analysing curriculum–practice is the biggest influence. Developing and sustaining school leaders using research as mechanism is reported by Zepeda (2007:52). Principals have a higher purpose or a deep question to gather around is the opinion of Klimek et al. (2008:71). Study groups often focus on data driven discussions (Sparks, 2007:17; Sammon, 2008: 144; Zepeda 2007:52) (cf.;3.5.;1.8).

7.3.6 Findings on aim 6

To assess the contribution of Education Department that impacts on the role of the principal in curriculum reform, the following findings surfaced from the literature.

Districts contradict the DoE (2005:3), which emphasises that principals move from management to leadership. So, different roles and expectations tend to fragment whatever vision the principal may be attempting to shape in the school (Marishane and Botha, 2011:92). Schiro (2008:31) (cf. 3.4.1; 1.7).

7.3.7 Findings on aim 7

To create a training model that will assist principals to become curriculum reformers, the following findings surfaced from the literature.

Leadership strategies improve participants (Milestein & Henry 2008:28). After a school programme is put into practice to deal with the importance of teaching and learning in specific way (Lockwood 2008:20). Develop series of strategies and processes that ensure that effectiveness in development occurs. The conceptual framework for the training model emerged from multiple data (Litchman, 2010:128). There are key issues to consider when developing training for school leaders including distinguishing between leadership and management and meeting the needs of head teachers from different contexts (Coles & Southworth 2009:69; Giancola & Hutchison 2003:135).

It is essential to determine what the training issues are and what the desired results of the learning should be in order to manage skills training and design the workshop and establish a learning environment (Antwood 2008:19; Downs, 2008a:24). The size of the class and the classroom are major factors that influence teachers' use of curriculum plans. English (2008:19) contends that the use of a communal approach is based on cohesion to the moral cause, and the leader uses all the powers of persuasion to maintain constancy and nothing else (cf. 6.1; 6.3.3.3).

From the literature review, the following conclusions were made regarding determinants, problems and challenges, events, attitudes, beliefs and policy including mechanisms for quality education for all and models that principals are currently using to help themselves.

Problems and challenges that impact the role of the principal in curriculum reform – a serious and multiple (cf. 1.2).

Events that impact the role of the principal in curriculum reform, were identified and described (Silvers, 2008: 70) (cf. 7.15).

Attitude, (Kelly, 2009; Fullan, 2008:1; Gray, 2009: 494) (cf. 1.2)

Beliefs (Slattery, 2006: 21; Higgs and Smith.2010) (cf. 2.2.3)

About the policies which impact the role of the principal in curriculum reform, in order to develop critical thinking. Principals first need to acquire a sound and thorough knowledge base in understanding and interpreting policy on their own (Marishane and Botha 2011:16) (cf. 1.7).

Decentralisation policy objectives pursued by government is not well understood by principals or government structures. Marishane and Botha (2011:92) Inside or outside the principal takes responsibility. Policy debates in government (Creswell, 2009: 98; DoE, 2005: 3 (cf. 2.2.4).

Mechanism (Carl, 2009:11; Silvers, 2008: 70) and the ability to supervise is embedded in using instructional leadership (Grigg, Prichet and Thomas, 2006: 4 (cf. 1.1; 3.4.2).

Glatthorn and Jailall, 2009:39; Wiles 2009:7), Reflect (Walmsley & Rebore 2009) (cf. 7.6; 6.3.3.1).

Empowerment through curriculum development as an in-depth and on-going professional training (Lemmer and Van Wyk, 2010: 179) (cf. 3.3).

7.4 FINDINGS FROM THE EMPIRICAL RESEARCH

Although only exploratory in nature, a number of important findings from this study corroborated the findings from the literature review.

The analysis and interpretation of the interviews revealed that the role of principal is complex in nature and is determined by demands for policy implementation change which has been left to school principals to use to transform the school community. This has resulted in some of the knowledge to be applied in classroom situations. The following critical and developmental knowledge has been emphasised, “Work effectively with others as members of a team, group, organization and community, organize and manage themselves and their activities responsibly and effectively and identify and solve problems and make decisions using critical and creative thinking.” Their interpretation of policy is that it is an ongoing process that is achieved through principals demonstrating an understanding of their roles (cf. Appendix 4 pg.323).

It also emerged from the interviews that curriculum reform as a concept was understood and approached differently by the principals. The analysis and interpretation of the interviews also revealed that the role of principals in curriculum reform is complex in nature and is determined by demands for greater accountability and managing curriculum for quality education. The principal influences the dynamic process in which effective leadership is clearly defined. By means of strategy planning and guidance, principals endeavour to change situations and circumstances which pull them to engage in certain activities, constantly reforming and improving to put the overall strategy into effect.

Policy demands are the determination of what the role of the principal is. Situations demand the attention of the principal to provide guidance. Problems and challenges need attention (cf. Appendix 4 pg. 323) (cf. 5.1.1.4.7 pg. 186).

In this chapter a summary of the findings from the literature study as well as the empirical design and important deductions are presented. Recommendations for the practical planning and conceptualisation of these findings and for further research are also included.

It was found that:

- The definition of the principal's role is associated with dynamic situations.
- Specific professional activity, involving a range of skills, managerial competences and educational values forms part of the principal's effectiveness programme (cf. 5.2.1.1.4.5).

Furthermore, principals are persuaded by democratic dilemmas, social dilemmas, political demands and contexts to respond by using tentative choices (Murphy, 2007:73), on the other hand, argues

that bureaucratic demands cause the job of the principal to be incredibly more complex and substantially different from time to time (Fullan, 2008:5) (c.f. Appendix 4 pg 309).

- The absence of appropriate definition of the role of the principal in curriculum reform occurs during coordinating and planning the sequential organisation of information for each learning material (Hunskin & Ornstein, 2009:26).
- In the process of shaping the role, it is helpful to specify that the work of the principal is to provide commitment to learning, building connectivity and cohesion in strong teams of teacher leaders and to understand change (Zepeda, 2007:3) (cf. 5.2.1.1.4.4 pg.173).
- The effectiveness of the principal's role is highlighted as resource provider, instructional resources provider, communicator, mission definer and promoter of suitable instructional climate (Fullan, 2008:30).
- Having an understanding of all you need to know, provide a wider accountability for the principal, the leader has liberty to adopt a strategic role in dealing with curriculum reform and running the system. Each principal has his/ her own unique role and demands. There is no one way of going about leading curriculum reforming. Furthermore, understanding of the dynamics of curriculum (content) planning is an important tool for principals.
- Using and understanding the best practices in teaching and learning,
- Using direct teaching,
- Understanding the importance of curriculum and assessing your (principal) knowledge of curriculum,
- Understanding how to develop quality curriculum,
- Learning by doing,
- Using the best reflective practice (Glanz, 2006:95)
- There is an acceptance of the principal as curriculum leader, supervisor, administrator and change agent who considers school within the contexts of society. The demands, dynamics and views of the local community, states and national goals are endorsed (Hunskin and Ornstein, 2009:22) (cf. Appendix 4 pg. 319).
- As far as possible, responsibility for coming to terms with the demands of the job really involves reconciling a range of personal values and beliefs with the demands of the system and feelings comfortable in that position applying ethics equally to all situations,

spontaneous response to all actions; effective coordination between the various strands of leadership curriculum and change (Male, 2006: ix) (cf. Appendix 4 pg. 310).

- It was found that little evidence exists to support the widely held belief that principals of ineffective schools make no significant contribution to learner achievement in national standard examinations. The principals over emphasise extra-mural curriculum above the prescribed curriculum; effective principals are strict disciplinarians and turn to minimize outside factors to impact teaching and learning environment (Hewitt, 2008:59) (cf. Appendix 4 pg 335).

It was important to note that all principals role in curriculum reform are determinant by political demands, bureaucratic demands (Nkonyane, 2007) (cf. 3.4.2). This was further supported by the data.

7.5 FINDINGS IN RELATION TO THE AIMS OF THE STUDY

7.5.1 Findings on specific aim (i)

With regard to aim (i) namely:

To understand the determinants of the role of the principal as a leader in curriculum reform in the North West Province, the following findings surfaced from the literature review (c.f, 1.3 and cf. 4.3) (cf. 5.2.1.1.4.1)

There is the need for the creation of new input mechanisms and support by instructional leaders to put into operation curriculum reform acceptance. The principals have to determine the achievability of a curriculum in practice (Hale, 2008:56) (cf. 3.6).

In the creation of input mechanisms and support by principals as instructional leaders to put into operation and acceptance of school-based curriculum design, the principals have to determine the achievability of curriculum in practice. They have to focus attention on the need for micro-curriculum design (Glanz, 2006:70).

Principals have to foster a clear awareness of and concern about understanding knowledge creation and curriculum adaptation to provide every person with opportunities to acquire knowledge and skills training to improve curriculum (Carl, 2009:214) (cf. 6.3.4)

Empowerment of every member of staff also defines his/her role to design programmes (Carl, 2009:28) or mechanisms applicable to local social context and political situations.

Attention should also be given to overcoming the impact of difficult circumstances, dilemmas, tensions and uncertainty Woolfolk (2010:334).

As Carl (2009:11) puts it,

Teacher empowerment loses its effectiveness if the teachers do not have an instructional leader to keep them on track, well informed and involved. The principal must fill this role.

The more the principal understands national goals, priorities and is capable of designing frameworks, the more the principal will be assured if decentralisation as an imperative to help move through difficult situations which define his/her role.

7.5.2 Findings on aim (ii)

The aim was to explore the problems and challenges that impact on the role of the principal as a leader in curriculum reform and the following are the findings:

There is an indication of lack of common understanding of the policy among the key policy implementers at different levels, even though policies can be retranslated to fit local contexts (Molale, 2007) (cf. 1.3.1: iii) (cf. 5.2.1.1.4)

Another challenge is that principals are confronted with how to move from dilemma to imperatives.

Principals have a challenge to lead transformation efforts that had failed before. A major challenge is for principals to understand their strengths, weaknesses and inhabitation (Eller and Eller, 2009:143). Understanding of the nature of dilemmas and tensions has obvious implications for principals. The most challenging problem is, understanding internal demands (cf. 1.3.1: iii).

The overall problem is to identify and propose mechanisms that could address the much and varied challenges facing principals. (cf. 3.6).

7.5.3 Findings on aim (iii)

With regard to aim (iii), namely:

To examine the events, attitudes and policies that impact the principal's role in curriculum reform, the following findings emerged.

It was found that events keep on being refined, sharpened as well as broadened; principals have to keep up with skills in risk management. Principals need to creatively engage learners with the

curriculum in order to enhance their learning experience. They have to link events and activities to curriculum and to balance learners' contexts to curriculum reform. Having a clear understanding will assist the principal to handle complexity and ambiguity (cf. 1.2.1; cf 1.3).

Principals are faced with checking and monitoring and expanding the view of the event to suit the curriculum and leadership understanding. The idea is to motivate the school community in each and every event.

Principals can use the events in the school as a way to adapt curriculum in order to promote the contents of the events as part of the curriculum. Such events enrich the school community in different perspectives and outlooks. The principal provides practical skills to achieve the purpose of each event.

The event organiser must determine the many factors that shape the design and content of the events. The principal facilitates the putting on of the national event as well as the fulfilment of the provincial events' needs and expectations (cf. 1.2.1; cf. 1.3).

As a result of the varied attitudes, such as open-mindedness being the central and ultimate objective of the principal, school continually changes and improves. The school community chooses innovation and activity to address the needs they see and the demands they experience. Their attitudes are positive and collaborative. Principals use the content of some events to address multiple problems (cf. 3.4.2.1) (cf. 5.2.1.1.4.2 pg. 168).

Furthermore, in looking at the policies that impact the principal's role as a leader in curriculum reform, the following findings emerged:

Principals need to understand the different interpretations of each and every policy. The district, most of the time, interprets policies as a procedure to rid the principle of learning. This necessitates, that principals understand the complexity of each and every policy and create a mechanism for practice.

Principals need to understand the realities of each and every policy such as the realities of policy evaluation, monitoring and implementation barriers. The principal also needs to know that if even though the policy literature calls for integration and coherence, there is no such understanding among stakeholders interested in education (Molale, 2007:173) (cf. 1.3.1).

It was also found that lack of common understanding of the policy among the key policy implementers at different levels affects the implementation negatively at all levels of implementation (cf. 3.5.2.3).

7.5.4 Findings on aim (iv)

The fourth aim of this study and which relates to the fourth research question was to determine how mechanisms can enhance the capabilities of the principal to improve the quality of education and to create a model to assist principals to be curriculum reformers. The following findings emerged from the literature (cf. 3.6).

The learning process and the work of the school demand a set of strategies that work together to improve the quality of education. Principals need a way of doing something (i.e. moving from dilemma to moral imperative) which is planned or part of the system. Mechanisms for understanding quality education needs revising. Democratic mechanisms need to be followed, to assist the principal to deal with a difficult situation.

- Cluster-based set of strategies are successful and promote professional development (Fullan, 2008:9).
- Elevation of instruction as the mainstay of the role.
- Explicitly figure out how to delegate managerial tasks to others and bureaucratic demands.
- Collect and inject into the network an array of experience driven and practically proven strategies.
- Ensure that the instructional work is carried out through distributive leadership (Fullan, 2008:39).
- Self-support strategies and strands of self-support learning strategies provide the ability to shape quality learning (Hewitte, 2008:66).
- The principal gets to define quality education through mechanisms that assist to close the achievement gap.
- Establish a shared understanding of the current condition of the school or district.
- Establish an understanding that accomplishing the new goals for much high performance will entail large and complex organisational change (Odden and Archibald, 2009:52).
- Careful introduction of mechanisms forms the basis of curriculum leadership (cf. 3.6).

Furthermore, Fullan encourages principals to develop and align world class standards, curriculum standard and instruction to meet those standards (Fullan, 2008:8, cf. 3.6).

7.5.5 Findings on aim (v)

To develop a model to assist principals to be curriculum reformers, the following findings emerged:

Training must be practical and the best way to train is through doing (cf. 1.3; 6.3).

- Absence of internal training nationally and provincially necessitates training of principals at the centre of various policy demands and needs to be assisted to become leaders in curriculum reform, hence the development of a training model is crucial at this point in time (Molale, 2007:55).
- Become a more effective and efficient principal by leading transformative efforts that failed (Eller & Eller, 2009:141).
- A self-training to portray school based training as evolving through various phases such as reflective training need for learning process, school work and reinforcement. Each phase provides for progressively more complex capabilities.
- The reflective training allows principals to access literature and thereby have the opportunity of pursuing self-improvement to be positive curriculum reformers from the literature.

Principals can also reflect on their own school work and therefore, trace changes by asking themselves deep questions about curriculum design. The model building can focus on the nature of school knowledge, balance the stakeholder's perspective and provide the necessary understanding of the policy interpretation and implementation (cf. 6.3.3; 6.3.3.2).

Planning can produce an account that captures and adds something to our knowledge of dealing with problems and challenges facing principals. It can reveal in fine details just how curriculum reform occurs in the day-to-day activities as concepts, ideas and opinions (cf. 6.3.3; 6.3.3.2).

Principals should carefully analyse the integral phases of the training model including the principles, the techniques and mechanisms that form static planning for the training. It also means that analysis involves breaking up the curriculum content into manageable training themes, patterns and trends (cf. 6.3.3.4).

The evaluation and refinement phase has the potential to enhance and reorient the principal's current understanding of curriculum reform. Evaluation offers principals greater choice about model in use, theories of implantation procedure to reassess for motivation, attitude, mechanisms and strategies available for use (cf. 6.3.3.3).

Refinement of an appropriate understanding can be created by continuously engaging in debates and issues of leadership curriculum reform. Principals need both theory and the ability to understand theory in practice and in new contexts. If principals need to be involved in change, then they must know their most important leadership roles (DoE, 2000). They must guide curriculum reform so that it regards people development as high national priority and to define curriculum reform and development for the school community (cf. 6.3.3.5).

7.6 THE NEW INSTRUCTIONAL LEADERSHIP

The popular mechanism mentioned by various authors as influencing the role of the principal is the new instructional leadership. Bush (2008:33), is of the opinion that instructional leadership relates to the core task of schools, promoting and developing teaching and learning. To ensure the success of instructional leadership, Glatthorn and Jaillall (2009:38), are of the opinion that the following assumptions have to be strived for:

- There is no single right way to do curriculum.
- That developing and implementing effective curricula are cooperative ventures in which district leaders, school administrative and classroom teachers should work together towards a common goal.
- The need for the principal to play an active leadership role as part of the position's expanding curriculum and instructional leadership responsibilities. Unfortunately that role has been somewhat ignored in the past literature on educational leadership, but greater attention is now being paid.
- Curriculum leadership is a high value role that simply cannot be delegated to department heads or content specialist with little input from principal.

Fullan (2008:53) points out that principals must model instructional leadership, and modelling instruction means centring the school mission around pedagogical improvements that result in student learning. Furthermore, Fullan emphasises that instructional leadership Marshalls all the school's resources to this end: Budget, structure, professional learning, monitoring. Fullan (2008:56) shows us that a combination of steps is needed. Take an inventory to operations; assign certain tasks low or non priorities in addition develops your own critical stance to the main distracters. However, Wiles (2009:2) is of the opinion that the curriculum is a plan tied to goals and related objectives and finally it can be derived from outcomes or results. This position sees

curriculum leadership as targeting specific knowledge, behaviour, and attitudes for student and engineering a school programme to achieve those ends.

Supporters of this approach especially emphasise the use of data-driven instructional systems in schools. Halveson et al. (2007:4) are seen as the best known supporters of instructional leadership. These authors analyse the capacity of school leaders and teachers to transform traditional schools into organisations able to respond to the feedback of standardised testing. Halveson et al. (2007:6) shows that standards and accountability had led policy makers and the public to hold schools responsible for improvements in student learning. Hanushek and Raymond (2002:81), as quoted by Halveson et al. (2007:6) shows that accountability systems help reshape local practices a process in which especially the following play an important role:

A focus on student outcomes will lead to behavioural changes by the students, teachers, and schools to align with the performance goals of the system. Part of this is presumed to be more or less automatic (i.e., public reporting of outcomes will bring everybody onto worse with those outcomes.) But a part also comes from the development of explicit incentives that will lead to innovation, efficiency and falsies to any observed performance problems.

The integration of self-information with instructional and assessment practices requires a great deal of commitment, self-discipline, planning and perseverance. The legitimacy of standardised testing, has given way to an effort of spending to help schools improve test scores. This data-driven decision making as process of data generation and analyses for school improvement has caused principals to change staff meetings into monthly staff development. Schools have created comprehensive school reform plans submitted There-after learning standards and assessment to make systematic interventions in student learning are designed at school level. Therefore, self-knowledge and knowledge data-driven decisions making interventions are being taken in account.

Grigg et al. (2007:8) also emphasise that the heart of the new instructional leadership is the ability of leaders to shift schools from cultures of internal accountability to meet the demands of external accountability. Furthermore, it is important to know that new instructional leadership will require knowledge and frameworks to guide their schools in the uses of accountability data and structures that result in systematic improvements in student learning. Without fear of favour leaders need to reframe the traditional data, use practices of schools in terms of external accountability. This comes to the fact that one can drown on traditional practices of the programme and teacher evaluation, curriculum design, professional development, and creation of cultures of learning. However, these old tools and practices need to be reformed to challenge the status quo.

From the above mentioned insights of data-driven accountability systems, the challenge facing instructional leaders is to get a structure that will provide a two-way communication. This contains the viewpoint that the new instructional leadership pushes, the debate beyond the traditional categories of instructional, managerial, and transformational practice to a new, and more specific conception of creating accountability learning system in schools.

Halveson et al. (2007:9) created a comprehensive data-driven instructional system model by integrating different approaches. In essence their approach focuses on development that relates to data acquisition, data reflection, programme alignment and integration, programme design, formative feedback, and test preparation. They view building on research as organisational learning and distributed leadership theory. As the underlying factor of the model, the DD'S framework describes how local school leaders reshape and refine internal accountability system to meet the demands of external accountability systems. This DD'S framework and way of thinking are, to a great extent, in line with organisational learning and distributed leadership theories. It offers a framework for translating the result of summative testing into formative information teachers can use to improve instruction. An important contribution of the DIS to the development of the school is that it offers teachers access data, they reflect on what the data means, plan and determine what needs to be done and assess the results of the plan. The concept of feedback on core processes is central to organisational improvement. As results, feedback systems require component functions to gather and provide opportunities to sort through relevant data, as well as structures to introduce findings back into the core organisational processes.

Halveson et al (2007:11) introduce the concepts of distributed leadership. According to them, distributed leadership provides a lens for understanding how leaders create complete organisational structures in school settings. In distribution leadership the emphasis is mainly on the assumption that instructional leadership practice consists of a variety of tasks that create the conditions for improving teaching and learning in schools. In this theory, two main dimensions are mentioned, that is, the task distribution and social and situational. It is important to know that social distribution addresses how leaders construct, delegate and share tasks across actors, while situational distribution considers how leader's take structure contexts to support that, in turn, establish school tradition and cultures which constitute situational distribution. It is important to know that the concept artefact in school leadership perspective refers to designed programmes, procedures, and policies intended to shape or reform existing organisational practices. Seen in this light Halveson et al. (2007:12) are of the opinion that, a data-driven instructional system is a system of practice dedicated to translating summative data on student learning into formative information

teachers can use to improve teaching and learning in schools.

In this regard, Halveson et al. (2007:13) emphasise that a distributed leadership perspective builds on the research by showing how leaders take on active role in using artefacts to build structures through which information can be translated and flow from tests to teachers in school. The main elements of DD'S framework consist of six component functions:

- Data acquisitions, data reflection, programme alignment, programme design, formative feedback and test preparation.
- Data acquisition refers to processes design to seek out, collective, and prepare information to guide teaching and learning. The primary data collected and organised is standardised student achievement test scores.
- Data reflection refers to processes developed to make sense of student learning data that result in goals for improving teaching and learning. While reflection is a constant and unpredictable consequence of working in data-rich environments, refers to structured opportunities for teachers and leaders to collaboratively make sense of data.
- Programme alignment involves processes to make the school's instructional programme congruent with relevant content and performance standards and with actual content taught in classrooms in order to improve learning and meet student needs.

It is through programme design that a school acts on perceived instructional needs by creating or adapting curricula, pedagogies, student service programme, and instructional strategies to improve student learning. Program, address the range of policies, programs and procedures adopted or designed by the school to address recognised problems. The financial capacity to acquire and make programmes, as measured by budgets and grants, is also an aspect of programme design.

Formative feedback structures produce learner-focused iterative evaluation cycles designed to create on-going timely flows of information to improve both student learning and instructional programme quality across the school. Formative feedback structures include information about teacher practice is utilised in improving programme design efforts. Formative feedback differs from data acquisition and reflection in that it refers specifically to information gathered to inform the progress of school programmes and students. Test preparation includes activities designed to motivate student and to develop strategies for improving their performance on the state and district

assessments. Test preparation can cover a range of topics, including test format, test-specific skills, test topics in which school district students are demonstratively deficient, and habits shown to improve test scores -e.g. eating good meals (Halveson et al., 2007:4).

The staff used this data as a sophisticated problem finding process for identifying gaps in the instructional programme. Consistently across our data, leaders in each of our schools discussed the importance of structured, cross-functional faculty teams as a necessary condition for engaging in the organisational functions described by the DD'S. Leadership Teams play a central role in determining what data is made available and emphasised in school improvement discussions. Leaders need to build structures to generate information for teachers to adjust their instruction to improve student learning. Instructional leadership practice consists of a variety of task that creates the conditions for improving teachers and learning in schools. The new instructional leadership pushes the debate beyond the traditional categories of instructional managerial, and transformational practice to a new, and more specific conception of creating accountable learning systems in schools.

I facilitate by implementing the most important parts of instructional leadership.

Setting up a monthly staff development programme which focuses on the assisting teacher's with different parts of their teaching. Such as encouraging to implement continuous strategy, which is learner-centred classroom. By showing that OBE curriculum stresses certain outcomes such as creative, confident and critical thinking learners who are expected to show what they have learnt in a varied of ways. In addition, I contribute to a growing awareness of the possibility that content teaching should promote values and skills. That teachers should present knowledge in an integrated way, also to make sure that teaching and learning focus on outcomes and to the learner at the centre.

It is important that I make suggestions to colleagues about planning lessons. Since I visit classes and conduct follow-up.

School development programs may be boring as they reduced to routine in managing curriculum, but their importance at classroom level and individual level is too attractive to be practiced. Facilitation concerned with organising curriculum development. It has ensured that teachers understand curriculum policy and principles of new curriculum. The principal uses Freire's (1993:158) dialogical method to challenge teachers understand the key elements of curriculum development.

7.7 ROLE IN CURRICULUM REFORM

Special emphasis is placed on monitoring and evaluating as a cornerstone on which curriculum reform is built. By incorporating developmental principles into curriculum change and innovation, the principals indicate their willingness to take responsibility for curriculum transformation in the country. Not only does the management of up liftment programmes improve the school contexts, it also addresses often neglected social conditions and teaching strategies, curriculum provision, the quality of the curriculum and student achievement. This comprehensive leadership approach inculcates a sense of responsibility in the school community and cooperation amongst all stakeholders in combating illiteracy, ignorance and negative attitudes. Principals felt that every learner must receive basic information and have the right to be educated by the school. The principals saw their leadership role as that of providing the educational needs of a whole community (DoE, 2006:7) (cf. 5.2.1.1.4.5).

7.8 REFLECTION OF LEADERSHIP IN CURRICULUM REFORM

As indicated above, leadership is a complex social phenomenon whose task is providing opportunities for practice and consolidation, as well as extension of activities for teachers. The secondary school principals felt that their leadership enables teachers to develop the necessary skills and knowledge to discover and interpret aspects of curriculum development. They also facilitate in-depth coverage of all the learning goals. Furthermore, they are involved in assisting phase plan, year plan, a detailed work schedule and in creating formal programme of assessment. Through class visits, teachers prepare and teach more effectively. In fact the primary principals reported that they focus on developing the learner, in order to play a more meaningful role in and contributing to the community (cf. Appendix 4 pg. 329).

7.9 A MORE CRITICAL ANALYSIS OF THE PROBLEM AND ITS SOLUTION

Given the frame work of curriculum reform of the national, complex, demanding and confusion, it is practically impossible for principals to respond fully to certain types of organisational structures. These were typified by hierarchical multi-layered structures which focused on control of the new curriculum framework and neglected the maintenance of the traditional curriculum or training of teachers in the components of the new curriculum. Power was vested in the bureaucratic demands to change the curriculum or to transform the condition of practice. This situation created a major dilemma for all teachers who were engaged in the practice of the traditional curriculum. By the time

training of outcome-based approach way to be introduced in their classes a ministerial review of curriculum was under way.

Arising from the review was the possible new restructuring, alignment and change. Some saw the review as normal events that occur when you bring in a new minister trying to change things. Others saw them as demotivating the power of decentralisation that leaves principals holding the tension of the opposite. So when principals are faced with changes problems first decide exactly what the curriculum framework is. As Hartshorne (1999:12), notes,

Changing from one kind system, is therefore, likely to be a messy process, uneven and time-consuming but punctuated by key policy moves that become the markers of change.

There have been many attempts to transform curriculum and to identify difficulties experienced by practitioners. It is difficult to get the balanced curriculum. Fleisch (2002:120), states that the single biggest obstacle to this education vision was translating what was highly obstruct set of ideas into state policy and institutional practice. Hunskin and Ornstein (2007:22), state that there is further confusion regarding whether curriculum planning or development takes place at the local, state or national level. In the past emphasis on curriculum development was at school.

In order to understand the merging curriculum reform we first have to know the factors that are impacting the role of the principals in curriculum reform. To choose to act cooperatively in ways that could challenge the changing social, political and economic context. Adopt a paradigm appropriate and that is underlying multi-faceted, electric patterns, beliefs, basic constructs and the fundamental way of looking at curriculum reform. The new paradigm driven by new instructional leadership (Halveson et al. 2007). As Fullan (2008:50) note,

The problem cannot be solved by direct command and control strategies. There are too many moving pieces that have minds of their own.

To overcome inflexibility in implementing government controlled reconceptualising curriculum. O'Sullivan and West-Burnham (2011:75) states,

The view of curriculum depends largely on the lens through which one looks at it. Explore curriculum as it unfolds when approached from lens of trust. We show that different curricular emphasis pivot largely on a view of the learner as one who can either be entrusted towards self-directed learning or as one for whom learning arises only as a by-product of a teaching experience.

The problems and challenges in South Africa are compounded by social factors, political factors and economic factors that are the principal daily concern. In spite of the breaking down of

traditional curriculum content barriers and the levelling of participatory issues, the fact is that one is conscious of a variety of forces of factors that impact the role of the principal in curriculum reform. But find it extremely difficult to pin-point the exact impact on the role. There are a number of factors that impact the role of the principal in curriculum reform. These factors are primarily political forces, pressure groups demands in society and bureaucratic centralized control (McNeil, 2009:106). Steyn et al. (2011:10), states that eradication of poverty and social factors are the major influences of classroom practice.

As the curriculum transformation era continues to unfold, traders understandings of problems and challenges are emerging. Erickson (2009:11), notes that local school districts need to understand how to address shortfalls in the design of state academic standards. This action by the way, is sometimes accompanied by the persistent gap between high and low achievers in our respective school systems. Tackling that disparity has been cost by politicians and policy makers as the responsibility of individual schools, an uncompromising message that has often had a demoralising effect on teachers for whom social and economic odds are seen as too heavily stacked against them (MacBeath et al. 2007:5).

Lack of guiding perspective ultimately results in uncertainty. Donald et al. (2012:22) state that social problems such as violence between unions versus governments departments and sexual abuse perpetrated by teachers to learners who are minors. These problems impact on the principal's role in curriculum reform. Providing a solution to all above mentioned problems, these authors further notes that we need to view and address all social problems post-modernistically.

Current events point towards “stay-away’ as the cause of constant breaks and a lot of time wasted on consultation and readdressing the challenge putting cultural events into practice is providing to be very difficult. This is not surprising given our experience of separate development and managing risk elements in cultural events is a major problem. However, the real difficulty in building this nation through cultural activities is that to do so we are confronted with a number of paradoxes. These include the fact that politicians are sent to school implement their views of cultural events. Do the principals need to give away control to lead. You have to allow participatory leadership, to achieve success you have to facilitate and so on. Paradoxes create dilemmas and principals find it difficult to live with dilemmas and tensions.

The reality however, is that by attempting to conceptualise problematic events or an aspect of it, the principal acts as the starting point in any solution.

Observing people's attitude is a fascinating experience as these people show a very high degree of variation in their different attitudes. As Bottery (2004:123) notes that there are fundamentalist attitude, objectivist attitude, objectivist attitude, provisionalist attitude and relativist attitude. Marshall (2009:1) further notes attitudes are capable of bringing out the worst in us, tension, disagreement, conflict and fear. Kenton and Penn (2009:2) wrote that there are signs of political attitude and nationalist attitude that act as barriers and constraining instructional leadership.

Principals can provide solutions to most of their challenges by using principles. Gorton and Alston (2009:183) see the possibility of using connecting principle that increase your influence in every situation within each principle or beliefs. Beliefs in critical perspective (Schiro, 2008:89), postmodernist perspective and pragmatism perspective provide eclectic and integrated approach to solutions (Kendall, 2012:23). The majority of policies are top-down construction of knowledge and the principal seems to be confronted by different views. Policies intentions are in conflict with each other and curriculum adaptation in such circumstances is problematic. From the beginning, mechanisms have been highlighted as solutions to quality education. If a priority for the principal is empowering or improving teacher's practice, then the role of the principal must be filled with all sorts of coping mechanisms. It has been most interesting to observe mechanism in use and I found that they reveal individual preferences to deal with competing policies. Regardless of non availability of training, principals possess valued resources within themselves in the form of the ability to perform tasks critical to the best functioning of the school and the achievement of its goals.

It is important to know which leadership style and theory to use when confronted with conflicting value systems. The creation of a model to assist principals to be curriculum reformers is also a need for an appropriate use of power on the part of principals in the school. As Molale (2007:154), suggests that principals use vision-model or needs driven models to organise support service needs.

7.9.1 The challenges faced by the principal.

The challenges focus on an informal helping processes which the principal can use to normalize his/her functions at a more satisfactory level. Principals use themselves as resources and practical examples. They further use skills generated from practical life-experiences. For the most part, the challenges involved in the leadership role of the principal is not based on mastering curriculum reform but on emotion and effective leading depends, to a large extent, on the principal's ability to understand and work within the school community's perception of the challenges (cf. 5.2.1.4.2).

7.9.2 Effective principals

The literature indicated that effective principals differ from the declining schools in terms of involvement of the principals in the following:

- Relationship building
- School structure.
- School climate.
- Leadership.

Principals who take the position of instructional leadership were more likely to emphasise the best practices to reform curriculum and are disciplinarians. They assume the responsibility for supervising the achievement of all learning goals.

Principals of dysfunctional schools appeared to be more permissive and blame their failure on new approach of education, and emphasising public relations rather than planning and following their school's visions.

Principals of effective schools are best coordinators, their schools are well organised, purposeful and independent from political or union influence, and in this case principals support teachers in every lesson and period for teachers to succeed in their knowledge generation.

Principals of effective schools are critical thinkers, exercise expert power and take risks and use discretionary decision making. This leadership behaviour is associated with a high standard of student achievement, while principals of ineffective schools do take action or delegate to others to promote extra-mural activities in learner learning.

Principals of high learner achievement schools are always engaged in mission illustration, management of curriculum, and leading instruction as teachers of particular learning areas and able to assist others by clarifying their own lesson preparation to others. Principals of ineffective schools complain about the non-existence of training in in-service, in instructional strategies, instructional design and classroom management.

Principals of effective schools are sensitive to curriculum change dynamics and they are self-directed in the search for best textbooks and active teachers who can deliver the better skills than the principals of ineffective schools who are afraid and fearful of the teacher unions and for this reason, the principals cannot just get involved in the process of curriculum realignment.

A mixture of contextual factors and complex demands define the role of principals. Constraints and conflict influence the principal to react emphatically to selected roles and less to others' roles. Also tension is mentioned as a pillar of strength or weakness of most principals in their endeavour to realign the curriculum to capture the essence and principles of leadership. However, all these roles, functions and tasks do take place in all principals, effective or ineffective in different critical situations (cf. Appendix 4 pg. 313).

The critical roles are mentioned as supervision and development of teachers. Supervision entails the principal immersing herself/himself in direct monitoring of lesson preparation and achieving of aims planned for each and every lesson. Accountability is seen as the primary purpose of innovation in the school.

As regards problems and challenges facing the principal's role in curriculum reform, principals are called to be strong school leaders and instructional designers. Many of the principal's role or responsibilities will always seem endless, such as monitoring learners' progress and monitoring teachers' instruction. A bundle of challenges that encourages principals to act as change agents for a wide variety of the country's aim and needs must always be expected. Principals are called to apply their knowledge and know how to lead teachers. This gives an indication that for sure, principals need to deal with challenges of role ambiguity, subjugating personal needs, adopting a neutral posture and dealing with anxiety. Understanding of these challenges can propel principals to be effective so that they begin to reflect positive changes in teachers and the school community's thinking, functioning and developing.

Principals face complex problems, such as curriculum planning, controlling, guiding, leading and evaluating as to whether teaching and learning activities are successful in their respective schools. Other problems faced by principals include the philosophical theories used presently such as having insight and knowledge to use several theories to provide resources to interpret and evaluate together the difficult social problems they are facing. The following are mentioned, critical theory, critical ethnography and the pragmatic perspective.

This perspective guides principals to pursue problematic areas of their roles and provides them with understanding that people have different interests, power, values, knowledge and leadership. As for interest, principals need to evaluate whether teachers are constructing their teaching activities according to the interest of the learner. Principals must consider interest as a social construction and one of the ways in which a principal can form this concept is through critical relationships. Critical theory seeks to uncover the interests at work in particular situations, principals identifying the extent to which they are legitimate in their service of equality and democracy in schools. Insight

into emancipatory or practical interest assists principals to question, to transform and expose these difficult problematic areas of their roles in curriculum reform.

In the case of knowledge generation to realign curriculum, it is suggested that principals understand knowledge resources as sources of influence. Knowledge as social is constructed through the use of power by influential people, and individuals. Therefore knowledge is shaped by a distribution of power at institutional and classroom levels.

Principals are urged to understand the impact of expert knowledge, explicit knowledge and technical knowledge in order to lead curriculum reform in their respective schools. There are multitudes of understanding knowledge and knowing of leading teachers and developing curriculum to improve humanity. For example, critical knowledge, moral knowledge and creative knowledge are used to understand social reality as different people see it and to demonstrate their views and action which they take within that reality.

As regards action to be taken to improve teaching and learning, principals are advised to use the following techniques, for example, facilitating change, policy development, problem-solving, consensus – building, staff development. Principals are called to understand the conditions which make the pursuit of excellence easy and these conditions are mentioned as motivation, framework of school organisation and resource management. The improvement of these conditions causes the creation of the new public school culture.

Continuous use of the above mentioned techniques gets the principals to assist teachers to implement their underlying beliefs about teaching and ensuring high hopes for learners and value in leader education (cf. Appendix 4 pg. 318).

7.10 CRITIQUE AND LIMITATION OF THE STUDY

The title of this thesis suggests “to explore or investigate role or behaviour” and discover the important underlying themes, responsibilities and determinants which affect roles. But it also means to explain the forces causing these roles in curriculum reform and in identifying events, beliefs, attitudes and policies which might be shaping the role of the principal in curriculum reform. This is what makes it complex.

The scope of the material is problematic as roles are observable right through the world. For example, U.S.A, Britain, Australia and Canada, where people are engaged in preparation for leadership and knowledge generation of leadership (Gunter, 2005:10), and the researcher needed

to be selective, therefore the scope included educational leadership and literature about curriculum studies. The local resource material was the major data source.

This made it difficult to find theses in the hard copy of the methodology relevant to my investigation. Critical analysis of the title reveals participation in the determination, interpretation and programming of policy as the main roles. The structuring and adjusting of school work for the achievement of the country's aims, forms part of the complex nature of the principal's role as a leader in curriculum reform. This means, incorporating an evaluative component directed at supervising, monitoring and coordinating, learning programmes and work schedules. But as argued in chapter one, curriculum reform is more than this. It is about:

“Investigate how principal's role can be responsive to thinking and feelings of the learner, teachers, also there was a reason to understand these roles in totality. There are those who might argue that the title of this study should have referred to the principal's overall accountability not his/ her role in curriculum reform.” The researcher would also argue that the policy demands flexibility to all challenges facing the principal's role. One cannot speak of curriculum reform without other related roles. Therefore it was important to have a title that acknowledges the reflection of holistic roles in times of change.

The initial plan was to use a hundred principals in the pilot study, the pilot study used the questionnaire on hundred principals of Lehurutshe district, in the real study the researcher interviewed ten principals from a different education region.

A sample of ten principals cannot be said to be representative of any meaningful segment of the population. The results cannot be generalised to a larger population.

The data consisted of tape-recordings and transcribed data, organised into a series of incidents which took place during the interviews was really time-consuming. Clearly, extensive scrutiny of the roles of the principal in curriculum reform required more time.

The research design was changed from quantitative to qualitative to accommodate critical analysis. This resulted into a qualitative design at the late stage of the research process.

This research represents critical analysis, showing and understanding what others have done on curriculum reform. Jensen and Christie (1999:154) say that,

“From a political perspective, it is important to understand outcomes-based education as an act of political symbolism in which the primary preoccupation of the state is with its own legitimacy.”

Different people have different perceptions about curriculum framework. In relation to all the above,

there is an underlying tension between theoretical curriculum knowledge and curriculum practice. Curriculum development in times of reform, as a process taking place at the national level viewed practically, is not school based and it takes place without principals purposefully employing leadership skills and other means to help one another become better.

A depth of understanding the determinants of the principal's role in curriculum reform and challenges of policy and problems of practice cannot be solved by hierarchical demands and political pressures, for on both of these levels the problems are constituted by accidental factors and contingent circumstances. That's why with critical analysis, the practical judgements which solve these problems remain elusive. Critical analysis can contribute to the resolution of conflict in policy, hierarchical demands and political dimensions of curriculum reform. It suggests that there are no fixed means by which to guide and lead curriculum reform. As Higgs and Smith (2010:74), put it, critical theory has had a great deal of influence on all human sciences, including education.

In a situation fraught with conflicts and force that is contradictory to their intentions, principals exercise some kind of critical analysis; (Glatthorn & Jailall, 2009:53; Hunskin and Ornstein 2009:218; Kelly, 2009:73; McNeil, 2009:337; McEwan 2005:45, and Western 2012:26).

7.11 RECOMMENDATION

The following recommendations are based on the findings of this study.

7.11.1 Recommendation 1

The principals have to pin – point the development in understanding of what defines the role of the principal as a leader in curriculum to different stakeholders according to their social contexts. They should provide enough information on how all stakeholders have endeavoured to be guided by policy, events, obsession, attitude, problems challenges or different situations. This will offer a much broader understanding and awareness.

Motivation

All principals in South Africa face challenges because of the changes in trying to improve curriculum implementation or curriculum reviews. The knowledge base keeps changing and stakeholders are increased and all these create dilemmas and tension for the principals to continually improve through self training and development.

7.11.2 Recommendation 2

The need for the principal's leadership role in curriculum reform is expected to prepare learners for democratic situations and to prepare himself for the life challenges and to take health issues very seriously. This poses dilemma to be caring all the time about leading curriculum to address all challenges mentioned above, as well as caring about improvement of community knowledge about policy intention and broader understanding of curriculum words and leadership concepts.

Motivation

In a very real sense, principals must approach their curriculum leading differently. Principals need to undertake leadership with knowledge of curriculum, be in possession of the most current information on training and professional development. It is important to engage in self development because of the availability of literature on the concept change, renewal, innovate and reform. Ceaseless processes of change go on every time there is curriculum review or adaptation.

7.11.3 Recommendation 3

The principals must accept that in any major events, the risks involved weigh heavily on the leadership role and events must be managed within certain limits. Principals are expected to show leadership as organisers of events at grass roots level that these events take place in an orderly manner and systematically, for while risks are uncontrollable, it should occur within clearly defined limits. For principals, the event concept embraces two meanings of absolute risk free event and perfect event management. These two ideas pose complex problems for principals to strive for greater understanding. There can be no doubt that principals' experience can provide an understanding event, that is why the training needs to include event management and improvement.

Motivation

Principals are in the centre of things. As the word event implies it is anything that happens especially something important which demands action from the principal and needs the best practice and clear interpretation. This means principals need new facts on events management all the time; this necessitates training for principals to develop new attitudes, new action, order and reflection. To meet this social vision, principals must believe in learning and analysis of the impact these events impose on the leadership role.

7.11.4 Recommendation 4

Principals need to appraise all encompassing quality procedures, strategies and learning theories, direct observation and teaching processes as a way of developing mechanisms to improve quality education for all. Dilemma and tensions developed by difficult situations can form a barrier to quality education. Principals must work out a frame work for practice by new ways of activity of direct observation, evaluation and refinement to build mechanisms that are relevant to their contexts. Mechanisms will provide understanding about the nature of challenges and action to be taken by principals to deal with the ultimate problems of quality education.

Motivation

Interpretation and application of any strategy are implicit beginnings of developing quality education. It will be useful to learn and understand varied mechanisms. You should have the attitude of accepting responsibility to support what makes equality education in working different situations which can make a difference in your role of leading curriculum. It must be clear to discerning principals that all they do or fail to do with mechanisms has some sort of educational effect. Since curriculum reform affects life for good or ill, the principals then are under moral obligation to see that they engage in lifelong learning. Principals need to understand that a set of circumstances will always bring despair and moral problems. Therefore, principals need to be trained in the varied mechanisms that enhance self discipline for principals to stay successful and independent.

7.11.5 Recommendation 5

Principals must be alert that district policies, regulations and school policies need to be reviewed, updated or abandoned (Sammon (2008:42). It is recommended that principals involve themselves more in curriculum and instructional matters (Marishane and Botha, 2011:88). It is necessary for principals to integrate the priorities of the district with those of the school to accommodate reform initiatives.

Motivation

It is necessary for principals to understand the government policy and improve them through practice. Principals need to know that the contribution of the Department of Education can impact on their role, because of the political intentions of the policy. Principals can equip themselves with skills that give them power to see the influence of the district in their work.

7.11.6 Recommendation 6

Principals must know that self training can portray school based training as evolving through various phases. Each phase provides for progressively more complex capabilities (Eller and Eller, 2009:14). Principals should balance the stakeholders perspective and should provide the necessary understanding of the policy interpretation and implementation (Molale, 2007). It is important that everyone learn the technique which build on the learning and the models achieved by previous generations (Aers and Inglis, 2008:190).

Motivation

Principals must adapt the training model for different circumstances and then apply the model to respond and engage with new realities (Beerel, 2009:139). It is important for principal to have a training plan to avoid wasting time and other resources (Chan, 2010:4). It is also necessary for principals to plan carefully because it is the way that instructional designers identify what change is needed, what the outcome of change will be and how important it is to achieve that outcome. Principals need to know that training can be developmental. It can equip workers with skills that give them power in the labour market, improve their career prospects and add considerably to their life time earnings (Grugulis, 2007:8).

7.12 SUGGESTION FOR FURTHER RESEARCH

A guideline in the form of framework for practice is encouraged by the researcher based on the findings of the empirical investigation and the literature study. However, the success or failure of the determinants of the principals can be established after principals have created a framework for practising these determinants. Therefore, further research may be conducted to study the developments about determinants, challenges and mechanisms to develop quality curriculum development. In South Africa, more research is needed in the field of practitioner researcher and collaboration of solution to challenges and problems. Have South Africans endeavoured to be guided by critical individuals who know the boundary between their school and community (Knowledge generation)?

Based on the findings of the study one would like to recommend that principals should be really authentic in their role, they should allow many divergent opinions about what defines their role. These roles will differ from one community to the next, depending on the unique circumstances and values of each.

Teaching curriculum reform entails the principal supporting, assisting, guiding and developing the student. Principals should make a distinction between the needs of students and the community. They should acknowledge the fact that roles are varied and should be differentiated into primary and secondary school according to the learners' level of development. Because, within each type of school, there is further differentiation into phases. For example, foundation phase, intermediate and senior phase (DoE, 2006).

The principals' role should be anchored in leadership, control and assessment to make it multi-dimensional, valid, fair and manageable. As an interim measure, the principal should be brought into communities on a regular basis to discuss the educational concerns of this country.

Principals are not sole policy makers in the education process, but they can be rich and reliable sources of information about what is going on in school development. Despite advances in information technology production and utilisation in the dissemination of knowledge, the principal should still be the human instrument for communicating knowledge and offering opportunities to choose what is right.

They should balance their roles by incorporating an evaluative component directed at facilitating the aims of the country.

Principals should not wait for innovative measures from the Minister of Education, but they should initiate continuous consultation, informing, persuading and leading. A regional coordinated framework should be developed for principals to streamline their role in curriculum reform.

As a follow up to this study, I can see the value in re-establishing in-service for principals to empower themselves in the absence of university principal focused courses. It would be interesting to formulate pro-active strategies for ensuring accurate programmes which are endorsed by expert knowledge.

As indicated earlier on, the sample used in this study is not representative, therefore, a combination of strategies is necessary and various role players should be involved. For example, how does the district leadership impact on the health of the school? Or what do principals have in common with others, with regard to preparation, induction and certification? How do we improve people's lives in the absence of resources? How does the principal effect successful management and teach simultaneously.

7.13 AIMS AND GOALS RESTATED

The aim of the study was to understand the role of the principal as a leader in curriculum reform in ten schools selected from the North West Province and how these principals deal with problems and challenges facing their leadership. It was important to find out if events do impact on their roles.

7.14. METHODOLOGY REVISITED

This study employed the qualitative method. Information was gathered by means of in-depth interviews. Ten school principals were interviewed. Each interview lasted one and a half hours. The interviews were audio taped with a small tape recorder which has a built in microphone and an auto reverse facility. This kind of tape recorder was important so as to make the participants less self conscious of what was happening during the interview. All the interviews were fully transcribed by the researcher.

It was important for the researcher to do the transcription because quality transcribing is about transferring words from the tape and putting them on paper. This was important for this study because it employed discourse analysis. The interviews were analysed using the McMillan and Schumacher, (2006:363) guide various themes emerged from the transcripts and data were analysed and discussed under those themes (Liphapeng, 2008:207).

7.15 CRITICAL ANALYSIS OF THE PROBLEM AND ITS SOLUTION

Problems

The review of literature highlighted various factors stemming from bureaucratic demands. It described hierarchy's strict rules and procedures of bureaucracies as impacting the rules of the principal in curriculum reform and causing principals not to cope with instability during retrenchments and redeployment. Other factors explored in the literature refer to political factors which focus on efficiency by deploying educational personnel that are in agreement with political aspiration of the ruling party. These teachers inspect the role of the principal in curriculum reform when they start to play opposing politics in the school in the name of democracy.

An analysis of the literature indicated that curriculum change policy comes and goes about every five years making it difficult for principals to deal with tension between top-down curriculum reform and bottom-up curriculum reform. The dilemma is this. On one hand decentralisation provides the principal with decision making and curriculum reform. On the other hand, bureaucracy works

through centralisation power and a dearer cut differentiation of functions. To make matters worse the literature points out the most stressing problem is principals lacking philosophical foundation to run schools efficiently.

Solution

Higgs and Smit, 2009

In chapter 2, section 2.2.6, Dall (2009:7), makes a major contribution to an understanding of hierarchical and bureaucratic factors. It shows that phenomenology can perhaps be understood in the context of its potential contribution to rethinking our understanding of the complex phenomenology that we encounter in the dynamic- and sometimes confronting- world in which we find ourselves in this 21st century. The authors, Welman, Kruger and Mitchell (2011:191), consider phenomenology as concerned with understanding social phenomena from the perspective of people involved. In chapter 2, section 2.2.4 Higgs and Smith (2009:19) offer hermeneutics as the ability to make something clear to explain something and to translate or interpret something. It is important to know that principals can use.

A critical analysis of the literature shows that hierarchy's rigid rules and procedures of bureaucracies, coping with instability during retrenchments and redeployment is a serious problem. It further shows that restructuring or deployment creates instability no matter how hard you try to transform for development you solve a problem and create another.

In seeking a solution to problems and challenges Freier and Shor (1987:7), make contribution to an understanding of the problem. By extending the idea of dialogue and motivation to include several people. The principal makes an effort to overcome the limitations by debating rather than just holding tension of the opposite.

In chapter 3, section 3.4.2.1 paragraph 2 page 90.

The problem for principals in curriculum reform is that curriculum change policies come and go every five years, the demands of the state and instructional leadership have caused principals to turn everything with which they come into contact into enabling material which can be put to use.

Nkonyane (2007:34), addresses and seeks solution to the problems that principals experience in leading schools and reforming curriculum. He maintains that success of education will depend on many things and one of the most important will be the quality of management in schools. Each review of curriculum takes on more of its characteristics. Management from management in other areas of our lines or for that matter in business. He maintains that the principal is a human being

who can think creatively and plan his/her work in such a way that problems are seen as challenges that can be solved (Nkonyane (2009:89) chapter 3, section 3.4.2.1. paragraph 4, page 104.

Marshall (2009:1) is critical of the attitude that impacts the principal's role in curriculum reform. Today, principals are confronted by fundamentalist attitude, objectivist attitude, provisionalist attitude and relativist attitude. At the same time, it is also capable of bringing out the worst of us in tension, disagreement conflict and fear. Silvers (2008:4) also agrees that there are signs of political attitude and nationalist attitude that act as barriers and constrains instructional leadership. Section 3.4.2.1.

Solution

In chapter 3, section 3.3.3.3.1, Murphy (2007:3) explains the dilemmas and tensions found in school sectors. Murphy emphasises the need for continuously choosing the right response which involves knowing the situation. Without conceptual framework, complexity is replaced by simplicity and difficult conflicts of interest replaces clear rational decision making. As a result, the concept dilemma becomes an important key to understanding and in encapsulating many of the difficult and messy experiential aspects of school leadership. Moore (2009:225) thus suggests that there are no single universally accepted mechanisms that can clarify all the principal's problems and challenges.

The principal needs to use creative thinking. See chapter 6, section 6.2. paragraph 2. Page 236, the training model offers an approach in combating uncertainty, ignorance, doubt and complex attitudes. Apart of training, principals can use principles as strategies to force ahead,ee section 3.5. In conclusion, I have suggested five phases for principals to respond to their problems, this includes the reflecting phase to the refine phase. See 6.3.7.1.2; 6.3.7.1.3; 6.3.7.1.4; 6.3.7.1.5.

Events like teacher strikes and bargaining councils impact the role of the principals in curriculum reform. Today, principals are faced with a bewildering array of national, provincial, district and circuit events competing for different goals. It is either for preparation of the Olympics or provincial glory. The problem Silvers (2008:70) identifies, is that the manager must at all times manage risk factors and the role and scope of events. It becomes imperative to deal with ignorance and awareness embedded in the event procedure. Chapter 5, section 5.1 paragraph 3 page 175.

Solution

Raj, Walters and Rashid (2009:10) agree that there is consensus about using these events for national building and social cohesion. In the process, Fullan (2008:9) suggests cluster-based strategies that are successful and that promote professional development. There are several mechanisms. This is described by Coles and South Worth (2009:65) and by Campbell and

Campbell (2009:20) and is known as coping strategies. This has been dealt with on page 80. Chapter 3, section 3.4.1. Briefly, mechanisms assist the principal to confront his/her crisis and to deal with problem in manageable way. The difficult situation or dilemma is reduced to a realistic level by him/her to find the facts (data acquisition). It is important to use instructional leadership to facilitate the implementation of a variety of mechanisms. The procedures are based on sound instructional leadership assumptions and have the advantages that mechanisms are easily applied.

7.16 FACILITATIVE LEADERSHIP

7.16.1 INTRODUCTION

Mental rehearsal of tasks using Feirer and Shor (1987:7) ideas and Bloom Taxonomy framework.

Imagine giving each team member a gift, explaining themes I want to present. Each theme will be written on a different colour. I will then ask the team member which colour he/ he likes best and then I will ask anyone to write the note with the represented colour. I will mentally rehearse tasks from the beginning to the end. I will then try to ask each team member to share their experience of receiving a gift. This links it with the real work of teachers as the implemented curriculum which is seen as a gift to learners. This gift I am giving the staff can be facilitated by teacher who can transfer it to learners.

It is an important to know that school management teams, including the principal as the hold leadership roles must ensure that the new curriculum is implemented properly by being participative managing curriculum lie with them. They must ensure that the culture of teaching and learning exists and takes place in a school by empowering the teachers. The principal must receive correct data from the district implementing curriculum reform, empowering teachers should be priority. The principal will mentally use the following table (see on page 293).

Level	Category	Definition of level and their categories	Action verbs
1.	Knowledge	Understanding knowledge	Identify. Describe. define
2.	Comprehension	To comprehend factors, means that you understand determinants	Interpret, discuss
3.	Analysis	Breakdown into small parts	Explain, analyse
4.	Dialogue	Involving the authority in debate	Assess
5.	Reflection	Deliberation, Expression	Articulate
6.	Refine	Process, improve	Enhance, Filter

(i) Situational analysis

This refers to assessment of the current affairs of the school. It is important to review learner achievement so that the data can provide a holistic down of the changes aimed at improving quality learner outcomes achievement. Situational analysis always reveals three categories of achievement that is high performance, average performance and low performance. The situation may necessitate more time for some learners than others in order to achieve the core business of teaching and learning. Apart from time it can also be that teaching and learning should follow simple principles like from known to unknown.

(ii) Need analysis

At the beginning the schools carry out a comprehensive need analysis to support and to enlighten the implementation of curriculum that will improve average learners, low achievements and excel the performance of the school. This is a very important step in implementation of the new curriculum.

You do need analysis by using a SWOT analysis for your strength and weakness balances by creating abundant opportunities. One of the weaknesses visible in my school is lack of clarity in the structure of the curriculum. The organisation of learning styles and control of the work of teachers and learners work pose a challenge in the sense that all components form port teaching and learning. The need for qualified teaching staff, professionally who can select learning material and operate within the prescribe curriculum frame work. Furthermore whether teaching and learning is

available for practical and demonstration lessons. As a head there is always a need for compassionate leading.

(iii) Identity needs converted into objectives

Using bloom taxonomy the need to access learning material guides my point to teachers that knowledge is power and that this is achieved through accessing learning materials. The knowledge acquired improves understanding of learning. The need to access teaching aids assist comprehension. These teaching aids provide visuals and help in achieving the general aims of education.

Identify your problems

Absenteeism: Teachers who are unexpectedly absent cause a problem with regard to uniform implementation of the curriculum because of union work.

Teachers cannot interpret the curriculum policy on their own, and get left behind the syllabus. This leads to incomplete coverage of the term's work. This can lead to mismanagement of classroom resources by trying to recover lost time.

Teachers who are uncooperative, who do not take the teaching profession very seriously do not want to go an extra mile. Especially because learners from illiterate parents need school intervention with regard to the learner being able to do their projects and assignments.

Leading with teachers to assist learners from difficult circumstances to get learners to claim out of stressful situational by focusing the learning experience on motivating learners that they can do it if they believe it.

The problem:

The individual needs to determine which types of problems they will tackle. Most problems can vary along a number of dimensions making some problems easier to work on than others. For example, problems vary insofar as they are simple versus complex, light versus heavy problems.

(iv) Link your identified problems to your strength

Although determinants of the principal's role in curriculum reform does affect effective implementation of new curriculum. My strength is that I have philosophical backup such as postmodernism, pragmatism, critical theory and hermeneutics to resolve all the problems.

With regard to uncooperative teachers, I go along with others sharing ideas, experiences and truths to implement the new curriculum. It is hard to observe, see and hear the bully teachers deny or confront instructions from the head because he/she beliefs that he/she knows it all. My strength is my listening skills.

(v) Check your reinforcement of incentive status

“Good for you, you are a darling Anna, for dealing and describing difficult situations of the policy on your own.” This type of motivation lifts up the spirit to implement curriculum. “Peter, you are a star, a motivator and good listener in planning phases activities.”

“Gaylene, I am happy for you, you are wonderful team member as for organising focused learning material. As for James you are a great assessor.”

I will thank my team all the time for doing their work properly, by giving them letters of appreciation at the end of each term after noticing improvement in quarterly analysis of results. As the APO expect school to reach a certain target to improve performance of schools.

Weigh expectation, consequences and measurements

As a head of department, my expectation is that teachers feel uncomfortable about heads conducting classroom visits, even when those visits are informal. My other expectation is that, as head my observation visits' purpose is to observe the effectiveness of classroom management techniques such as group work and efficient use of time. But as the head it is part of my motivation to see whether planning of lessons translated into effectiveness implementation to monitor the effectiveness of new support material. The consequences of implementing curriculum and the expectation is that we are focused on achieving. It is also measured to the use of time and effectiveness of group work. This is intrinsic motivation to implement the new curriculum.

(vi) Perform tasks in appropriate places

As the head, my tasks happen in or phase meeting. It is here that I organise information for teachers and implement new curriculum. Here I manage learning activities which are appropriate for my phase. All teachers who are teaching the same subject share their problems and difficulties. Individual teachers present their lessons that they have prepared, and outcomes for each learning area are established.

The use of resources are planned and also assessment methods and reporting procedures are agreed upon.

Reporting performance tasks clearly and consistently

As a head there is always a need to report on the teacher's performance in the classroom about

It goes on to find out whether teachers allow learners to learn at their own pace, also to report the effectiveness of teaching strategies. Another very important task is to report on assessment data, because the school should regularly communicate each learner's progress to parents. Performance activities such as oral or activities generated by the learners.

Make results visible

By keeping a mark book, also regularly communicating each learner's progress to parents. To take in teachers mark books samples of learner profiles periodically.

It is important to make objectives specific, communicating each learner's progress to parents once a term. For teachers to keep careful track of learner assessment in their mark books samples of learners profile periodically is achievable.

Change

With all the current changes, in implementing the curriculum it is to boost team member's energy to try new things. New exciting teaching materials often simulate innovative teaching. Need analysis can also trigger knowledge of what resources are available at the school which can lead to doing things different to carry out meaningful classroom visits. It is also good to change team member's attitudes towards change.

New curriculum aims to improve teaching and learning in schools. The success and failure thereof depend on the individual willingness to learn, however school leaders must toughly plan learning activities in the classroom, at phase level and at whole school level.

School leadership must share control over implementation by organised sustained staff development workshop and early reward for teaching in education and practicing new curriculum.

7.17. CONCLUSION

This chapter has provided a summary of the research study regarding critical analysis of the principal's role in curriculum reform in the North West Province including how principals can empower themselves by confronting determinants of the role with mechanisms to curriculate.

It has been observed that all the characteristics that make a principal a successful leader in curriculum reform are within the plan of the principal and the quality education depends on mechanisms and leadership. The literature reviews as well as data analysis and interpretation offer the principal support and gives a guideline to effect improved curriculum design at school level.

The principal needs critical reflection and planning to focus on positive attitudes to lead curriculum reform. No matter where the source of training might come from the principal's self development and his/her professional development remain a school based model that encourages decentralisation to balance community and expert models by defining and refining practice including the direction that curriculum is talking in North West Province.

Interview

Some interviewees did too much talking, when what was needed was to get the interviewees to discuss the pertinent facts, with the interviewer as a guide. The interview should not be in the form of an interrogation.

7.18 MY PERSONAL ACCOUNT

When I started with this project, I was worried that I might not be able to get a supervisor interested in school leadership and curriculum management, so I thought it would be a shortcut to force my research methodology to be qualitative. The quarterly discussion and the university support workshops assisted me to adjust my research design to suit the research aims.

The interviewing of principals was time-consuming and some of them thought the study was being conducted to warn the district of their wrong doings and emancipate principals from authoritative power to relational power and yet the research regarded answers as non-judgmental.

There was more quantitative research theses than qualitative case design research available in the library, which made life difficult for me. Travelling between Mahikeng and Potchefstroom library took a lot of energy out of me, I always found reading material in the library other than theses.

Before this study, I had my perceptions about the role of the principal in curriculum reform and that perception had not prepared me for the surprises that I experienced. I did not expect that, more than ten years later, I will find more quantitative research than qualitative. I was further surprised that the role generation of the principal was developed by experts, universities and the government with no comment from the practitioners themselves.

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APPENDIX 1



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

P.O. Box 4718
MMABATHO
2735
August 10, 2010

The Principal
.....
.....
Potchefstroom

Sir / Madam

Request for your participation in a research study

I am a registered PhD, Student at the University of North West (UNW), and I am doing a study on the role of the principal in curriculum reform. The study entails mainly interviewing school principals.

I therefore would like to interview you on your role as a leader in curriculum reform. There are no right or wrong answers. All I ask is for you to share with me your experiences and practices in your role as a leader in curriculum reform. Everything said will be treated with respect and confidentiality is guaranteed.

Should you agree to participate in this study we will meet at your school or any place convenient to you and at a mutually agreeable time. The interview will last no more than an hour.

Name of fieldworker	Telephone number	Date
I consent to participate in the role of the principal as a leader in curriculum reform.	Principal's signature	Date:

Sincerely
P.T. Makgwana

APPENDIX 2

	education Lefapha la Thuto Onderwys Departement Department of Education NORTH WEST PROVINCE	Garona Building, First Floor, Private Bag X2044, Mmabatho 2735 Tel.: (018) 387-3411 Fax: (018) 388-1751 e-mail: mphoentle@nwp.gov.za

**OFFICE OF THE CHIEF OPERATIONS OFFICER:
BRANCH: DISTRICT AND PROFESSIONAL OPERATIONAL SERVICES**

Enquiries: Ms M.J. Mogotsi
018-3883433

22 August 2010

To: Mr P. Makgwana
Student: North West University
Mafikeng Campus

From: Mr M.A. Seakamela
Chief Operations Officer
Districts & Professional Operational Services

**SUBJECT: REQUEST FOR PERMISSION TO CONDUCT RESEARCH ON
THE ROLE OF THE PRINCIPAL IN CURRICULUM REFORM:
CRITICAL ANALYSIS**

Please be informed that permission has been granted for you to approach schools in the Rekopantswe and Mafikeng Area Project Offices with a purpose of conducting research related to the afore mentioned topic.

Approval is therefore granted under the following conditions:

- That consultation with the schools 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 service delivery is not compromised
- That the department be favoured with the outcomes of the research

Wishing you well in your studies

Regards


p.p. _____
Mr M.A. Seakamela
Chief Operations Officer
Districts & Professional Operational Services

"TOGETHER, DOING MORE, BETTER"

APPENDIX 3

INTERVIEW GUIDE

In much systemic order it seems to me that I should look at getting information on the main research questions. The main questions were followed by questions for clarity depending on the interviewee's answers and to probe for more information.

1. The role of the principal

Reform in school, improving learning, leading staff, controlling learning programmes, coordinating learning, and preparing learners for the changing school life, and understanding roles, and what defines these roles.

What the particular role of the principal is like, as well as the broader political role, social role (locating the principal's role in micro and macro context).

Are there any particular tasks?

What are the particular things that you do as being distinctive roles?

How do you describe reform in your school?

What role do you understand by supervision that improves learning?

How do you lead your staff in curriculum reform?

How do you encourage continuous learning for all teachers?

Why is it essential for the principal to control learning programmes?

What do you understand by empowering roles?

How do you prepare learners for the changing school life?

2. The problems faced by the principal.

Difficulties faced by teachers in implementing the new curriculum classroom discipline, teacher development, new tasks, urgent activities required, improving standards, dealing with national priorities not enhanced by school vision, constant crisis management, leading and building a team, and inability to complete tasks and lack of clear public goals. Having to deal with needs and concerns of others. Involving others. Finding it difficult to review the day to day operations. Giving formal performance appraisals to staff, learners and identifying activities that can improve policy implementation, having no project management skills or planning skills from the district and increasing the level of performance and teacher divergent unionism. Absences of professional

ethics. Managing of uncertainty and steering new challenges and looking at new ways at old problems such as separate development. Understanding what is expected and demands of the problems and challenges.

How do teachers feel about curriculum change?

What do they think are the reasons for dragging this change?

What do they like most?

Are there aspects of curriculum policy change that the principal would not be able to implement

What do you think, are the policy challenges brought to your school throughout outside world influences?

The new education system sees the school as a learning organization, why is there so which policy interpretation?

How do you guide your school's progress through policies?

What sense of empowerment is called for in these policies.

How would you go about changing dysfunctional areas of your school policy?

Most principals seem to understand their role in schools, what is your main problem?

When you started implementing the new curriculum, what were the major changes that afforded you to be successful or unsuccessful?

3. The challenges faced by the principal.

The challenges focus on informal helping processes which the principal can use to normalize his / her functions at a more satisfactory level. Principals use themselves as resource and practical examples. They further use skills generated from practical life-experience. For the most part of challenges involved in the leadership role of the principal are not based on mastering curriculum reform but on emotion, and effective leading depends to a large extent on the principal's ability to understand and work within the school community's perception of the challenges.

What is the teaching and learning like in your school?

Has there been any changes in response to national priorities / provincial changes, local changes, how teachers respond to inclusive teaching?

How do teachers approach curriculum (content) planning? What changes do they implement what usually happens in lesson preparation, what are your expectations of teachers' performance?

What are major the social forces that impact on learner achievement?

In your opinion, can teachers really develop the curriculum if given the curriculum design framework? What do you do if you find yourself faced with conflict in leadership in the school?

Why is it essential for the principal to deliver on learner achievement?

Why is knowledge development necessary to make change happen at school level?

How do you go about changing dysfunctional areas of your school?

How do you lead the work of teachers as a whole?

How do you describe the biggest problem you have made?

How do staff respond to supervision?

How are staff responding to regional priorities?

4. The events that impact on the role of the principal.

Can you briefly describe the kinds of events that impact on your role?

What do you see as key events?

Please tell me, what are your responsibilities in these events?

In what key ways does this event hinder flexibility or enforce rigidity?

What are relations like with the community events?

How has the principal handled events in the past (e.g. teachers strike)

5. The attitude that impacts on the role of the principal.

Is there anything distinctive about teachers and learners attitudes?

Is this a key factor or not? Reasons.

What sense of self-empowerment and urgency prevails within the school?

Anything you would like to add.

What are you doing to improve your role to work well in your school?

What do you think is your contribution to reforming curriculum?

What are your responsibilities as a principal?

How do you develop an increased understanding of acceptance of the current situation?

How would you overcome problems?

How can we (social partners) describe teaching and learning as a system?

Can we (social partners) turn our experiences into real life results?

Will integrated ideas uplift the principal's role in curriculum reform?

Can we cut design steps short?

Should we support individual creativity?

Are there any distinctive challenges that the principal, teachers and learners are facing?

What do learners seem to be doing as their meaningful learning activities?

What do you actually do to develop teachers as learners? How do you prepare learners for life challenges?

How are your teachers enriched?

How would you describe the process of implementation?

Concerning the issue of aligning curriculum leadership to improve service delivery, how far are you in accomplishing this?

What has your leadership done in order to improve the performance of learners across all learning areas?

Do you have the ability to control the school?

What would you say is your biggest challenge in your principalship?

How have you dealt with these challenges?

APPENDIX 4

TRANSCRIPTS OF INTERVIEWS WITH PRINCIPALS

INTERVIEW WITH PRINCIPAL MR. MAROKA

MR. MAROKA, is a sixty year old principal with vast experience as a leader in a secondary school. We met in his office during the March holidays.

R: The role of the principal is fairly complex nowadays. Now can you tell me how you implement reform in your school? I would like you to tell me how you improve learning. Tell me everything about controlling learning programmes, coordinating learning and preparing learners for the changing school life, be it what defines your roles or how you describe curriculum reform in your school.

MR. MAROKA: Firstly, I must say you asked many questions about my daily responsibilities. Yes, the role is much complex in practice, but I think going about your normal duties is a way of transforming the pillars of any school, that is curriculum, teachers and learners. The aim is that teachers and learners should be united in their daily learning, creating accurate learning tasks, preparing learners to be socially independent and accommodative of their peer ideas. I think also that textbooks are still perceived to contain some apartheid content, so it is my duty to control learning programme by way of shifting unwanted concepts such as separate development, unjust contents that seem to support a particular view. You also asked me to explain reform in school, the curriculum framework itself is a part of reform comparing the concepts to traditional teaching concepts assist in implementing reform. Both teachers and learners get to know these concepts as knowledge, facts, skills and new vocabulary. You know coordinating learning programmes helps me to push teachers towards new knowledge regarding what is important in effecting curriculum reform. I am pleased to say that this practice of controlling programmes, affords me an opportunity to look at the problem of curriculum content, planning from the viewpoint of many different teachers with different curriculum beliefs. Therefore I am able to share with teachers of others learning programmes. Myself I am a class teacher. Despite the multiple tasks I have mentioned, I still believe that there are very distinct responsibilities for me to deal with, such as increasing the teachers competence with regard to teaching learners with disabilities by instructional leadership, also implementing reform with regard to allowing teachers to select learning material that assist them to meet the needs of learners. For the majority of teachers I have coached to do their work with diligence and dedication.

You know here we have situation of openness to renewal and change. I mean curriculum reform is about being receptive to the new thoughts of society and inspiring and motivating learners. I encourage individualizing teaching to allow learners to work on particular knowledge in accordance to their intellectual level. Therefore curriculum reform in my school, includes strict discipline of learners' work, creating for teachers wide interests in the arts, hobbies, cricket and softball, these were not included before 1994, and that form the reform in my school. As far as what defines my role, I think one has to have some roles close to my heart and teachers must know these roles. I would like to mention a few, creating a caring environment and happy family, fostering a positive attitude towards acceptance of democratic classroom procedures instead of strict control. I think that the first and most important determinant of my role is my life values which influence school community's opinions. There are those demands which are part and parcel of my roles, those situations which demand my attention. In other words, what I am saying is that managerial demands, administrative demands and transformational demands play a role in my approach to using my values creatively to address different demands.

I think I understand my roles very much as multiple activities. I also understand my roles as multiple activities inspiring others and motivating them to accept rapid change, and achieve goals. There are those duties that I achieve just by following the vision. For example improving learner achievement, building teamwork and developing new tasks. The other thing about leadership is that the member of Executive Council for Education meet principals are often reminded that they represent (M.E.C.) at school level. In other words what I mean is that the principal must understand influences ranging from the political, social and state policies. This include changes to bureaucracy in Education Departments and top-down state-led reform initiatives and unclear focus of teacher activists intentions.

R: Could you tell me, what are the difficulties faced by you in implementing the new curriculum, urgent required activities, would you still be expected to do despite the fact of being caring?

MR. MAROKA: I am faced with the difficulty of not allowing the school to slip into bureaucratic and impersonal as these factors cause a lot of misery and social inequalities. This way curriculum becomes a living knowledge. It is really, the information revolution that makes new demands for me. The political difficulties can no longer manage on its own to prepare communities for the responsibilities awaiting them when they have to show self-discipline in life. But most difficulties I am facing have meant that I develop into a screening and sorting mechanism in curriculum reform. Other difficulties, I think, I can mention without explaining.

The first difficulty is that the principal endeavours to offer quality education to all, whereas the community emphasizes mass teaching and learning. Here quality education is about getting quality teachers outside the community and reducing big numbers to small, and the community refuses to move.

R: Okay. You mentioned new demands of parents, how do you specifically deal with new demands?

MR. MAROKA: Well, in practice this means that all parents should have a say over the skills and values taught at school. The parents have freedom of choice, if parents are not satisfied with the existing working relations with principal and are unable to effect the desired changes by ordinary means, they are free to strike until the principal is removed. This is a new demand and dilemma for principals. You know with intelligent parents, there is never a problem, because parents know how to adjust and to find a solution to many communication problems. It is hard to deal with new demands, I engage like-minded parents rather than of individual parents and this grouping always dictate the solution. From time to time, it is very difficult to give formal performance appraisals to staff, learners and identifying activities that can improve policy implementation, having no project management skills or planning skills from the district and increasing the level of performance. Managing uncertainty and steering new challenges, and looking at new ways at old problems add to the problems and challenges faced by the principal.

R: Could you tell me, how do teachers feel about curriculum change?

MR. MAROKA: Teachers feel that reformers at bureaucratic level usually ignore what teachers know about curriculum change. For example, teachers insist on teacher-centred approach rather than learner-centred approach suggested by the policy intention. Teachers' beliefs are excluded in the whole setup. There are so many events which dictate teacher-centred approach, for example, many stoppages or strikes necessitate knowledge transmission by teachers rather than knowledge generation by learners. New leaders in the system repeat the same mistake and teachers are the ones correcting the failure through direct teaching.

R: So what do teachers think, are there reasons for dragging this curriculum reform? What do they like most?

MR. MAROKA: Teachers think their roles are changed to just flexible and they must share their responsibilities of creating a culture of learning with departments such as Art and Culture, Health, Safety and Public Works. So controlling the behaviour of these stakeholders is impossible. This partnership causes emphasis on a variety of roles rather than a focus on curriculum content

planning, learner support material and learner achievement. This decision-making hierarchy delays the change and dragging alterations for no reasons, by time you have empowered every participant, the whole school process has lost its major focus and run out of fresh ideas.

R: What challenges do you face in your school? Have there been any changes in response to national priorities, provincial or local changes?

MR. MAROKA: It is primarily changing management style from autocratic to informal helping process which I use to normalize my functions at a more satisfactory level. I have to structure all planning and organizing processes and take the initiative to motivate all involved to focus towards results. There is a change to national priorities as far as putting in place, a fair, sympathetic and positive attitude in and around leading aspects of management structures, a change of top-down decision making and a grassroot self-evaluation mentality.

R: What events impact on your role?

MR. MAROKA: Expectations and attitudes which have a great influence on how I deal with control, guiding, planning and evaluation. The events in all, are factors which affect relationships and efficiency of all people. The event of teachers choosing textbooks to be used for next year. What happens is that the teacher will choose these textbooks and leave the school for institutional coordinator support to force the book on all schools under his / her institution. Such promotional events cause conflict management in the region. Transfers of learners from other schools to my school, is an event which undermines my role as principal in the sense that this learner come late during the year and are slow learners in nature and always affect the overall learner achievement.

The most challenging events are presented or present themselves as dilemma and impact on my role by way of aligning the event to the vision, so there is a necessity to continue adapting to changing circumstance. One event which impact on my role most significantly the intervention event where parents are constantly abused (bad mouthing) by teachers, here the pr

Principal cannot be in all classrooms at once, the parent or the teacher may create hinder, flexibility or enforce rigidity and one event manifests itself as a chain of events in different situations. These events are exceedingly complex, but every time I must set vision and establish standards and encourage high expectation for individual events.

R: Okay, are there no policies to help you minimize the impact of events and all other challenges?

MR. MAROKA : Now look I think one must accept that there are many policies, such as policies directed at changing the curriculum and those which guide us on how to achieve the needs of

general education. I think that most policies are interactive when you compare their principles. I mean they do help. They assist with definitions of problems faced by us and somehow try to provide solutions, or least guidelines for the responsibilities of the principal.

R: You mentioned guidelines, do you really follow these guidelines to solve problems and challenges?

MR. MAROKA : Yes and no.

R: I want clarity, what guidelines do you follow to improve methods, re-educate, do managing work and write textbooks?

MR. MAROKA: It is a long jump from preparing learning material to the next most complex step of improving methods. The department sent to all schools guidelines on developing learning programmes. The revised National Curriculum Statement policy for Life Orientation. I think this guideline is followed and it is assisting us to develop a learning programme focus on preparing learners for life. It drives teachers to create learning experience, that challenges learners to make informed decisions and clever choices in a changing society. I think that this policy helps us to focus our activities to promote health, social and personal development of learners.

R: Thank you for your time.

INTERVIEW WITH MR. MOSIMANE

The interview took place at the school in the principal's office at 14h00. On the walls are pictures of historical leaders who have influenced the principal in his leadership role. One distinguished poster is the poster describing the meeting between the president and principals. Some of the words that capture my interest, are the simple announcement that: Managers must manage, teachers must be in class, on time teachers and learners must learn.

R: Thank you for having agreed to be interviewed on Wednesday, usually principals go for sports. This interview serves as an information gathering process. I will be asking short questions to understand your role as a leader in curriculum reform. What do you understand by roles?

MR. MOSIMANE: Firstly, I would like to say good afternoon to you, I understand my roles as two types of functions, namely the management function and the leading responsibilities. I think it is proper to clarify what I do in carrying out functional activities. Here I am organizing, controlling and planning to make things happen in and around the school. I do this through heads of department, and then monitor if the priorities set in our planning are realized. I also apply essential leadership

skills needed to run the school smoothly. I have been principal for over twenty years, and I have done organizing as a cyclical management function. My understanding of these roles is that some roles can be repeated from year to year, in the sense of short – term plan or long – term plans. I think that all management function focus on achieving basic educational goals such as children knowing how to read, write and do mathematics. All this are achieved to the vision of the school and mission. In addition to what I have said, you know my roles include instructional supervision, teachers have to perform numerous tasks every day in order to make the smooth running of the school effective. I am hoping this is enough to judge if I understand my roles as the principal. But I also referred to leading responsibilities, you know the D.D.G. has been moving around the districts, urging principals to increase their roles to more than five roles. I have added curriculum management as a role. Here I am strictly supervising teachers to achieve prescribed skills, and the assessment standards teachers use to provide learners with opportunities to learn.

R: Okay, you real understand your roles, you somehow determine what will receive attention and what will not. Now can you tell me how do you reform your school? I would like you to tell me how you describe reform in your school. Tell me everything about what defines your role, what the particular role of the principals is like, as well as the broader political role, social role (locating the principal's role in micro and macro context)? Are there any other particular tasks – particular things that you do as being distinctive roles?

MR. MOSIMANE: I found it frustrating that many teachers took school reform for granted, for example, one day I gave an instruction to teachers to guide slow learners in an attempt to change their attitude to exclude slow learners and drift with gifted learners in their day to day group activities and one teacher asked why I was enforcing inclusion since everyone has freedom of association to learn with whoever he/she wants. I sat down with her and explained the value of inclusive policy. This attitude was not only expressed by some teachers. There were, learners who felt slow learners are wasting time in classrooms. I must say I have not been able to organize a transformation workshop for learners because of this attitude among teachers. Many learners do come to school because of their age and not knowing why they should come to school. I explain to teachers that they should change teaching to be a real challenge. If times are trying we should not despair. Nowadays, every principal is evaluated on the basis of he/she handles reform at school level. As a principal you also learn some useful empowerment skills. I think I am able to bridge the gap between different stakeholders in the school. Just allowing participation, teachers are empowered by others' knowledge and free discussion. I think I create a supportive learning environment, where everyone can see that I am also learner and a mediator. I have indicated to

learners and teachers that every three months or school quarter suggest more than one way to organize learners for different subjects. I see that learners are working on large surfaces on the floor or sometimes at groups seated at tables depending on the activities. In this way, teachers are empowered to monitor different resources and evaluate different thinking skills. I have not done this before but now it is a norm. I inspire teachers to use problem – solving teaching method to find solutions. In other words, I discuss topics that increase teachers' knowledge and in turn they share ideas and appreciate the opinions of others. I think most teachers are beginning to understand the developmental level of Secondary School learners. I spend a lot of time communicating with parents, learners and stakeholders with interest in adolescent education. I think that this involvement pushes me to monitor the development of social attitude and skills of these learners before they pass to secondary school. So I think my very – very particular roles are working as a member of a team and consciously developing commitment, perseverance and initiative. I regard these roles as distinctive.

R: Will I be correct to say serious problems hinder transformation and renewal? What do you do? Are there still problems at district level, parents, children, teachers from all stakeholders-harboursing grudges, unreal expectations, all of which mitigate against your role as a leader?

Mr. MOSIMANE: Yes you are dead correct, without doubt serious problems impact my roles as far as some of the problems I experience regard learners failure to execute their duties accurately and effectively and some teachers ignoring to give instructions to learners, checking as well as approving what needs to be achieved for the day. I think the main problem is lack of sense of duty and accepting responsibility for satisfying the needs of the community. I think problems of disloyalty make subjects expand or restructuring disorganized in the sense that nobody wants to follow prescribed measures in accomplishing his/her work as a supervisor. The other problem in reforming learning is the correctness of intentions, absence of enhancement of skills in the overall learning and teaching. I think I have a problem with heads of department who tolerate the idea of unfinished work being left unchecked and unmarked or left on the table. This often causes frustration on the side of the parents and demands that teachers be supervised very closely. I think that such behaviour puts doubts on the quality of work through the year. I think that most people in and outside school are not conversant with conditions of change and the procedures. I find out that there is a lack of ability to adopt the principles and techniques of supervision among teachers, parents and other stakeholders. I do think that a lot of time, people uses their own discretion in most cases and having no knowledge of deep education that can allow her/him to penetrate to the essentials or even the care of the problem relating to their work. Utilization of knowledge is a big

problem in Secondary School. Another problem is the ability to comprehend, one cannot say people are quick thinkers. It is a struggle for teachers to come up with better solutions for the community problems, in other words, I mean the school is not capable of analyzing and solving difficult problems no matter how less complicated they are. You ask me, what do I do? I always involve the immediate supervisor (ISC) in the process of imparting information to colleagues and never hold back any ideas concerning our duties. I think that interpersonal relations ease some of the problems I mentioned. I try to treat people with respect and honesty and I have confidence in me. I use tact to be able to handle people of different characters, this way I receive a helpful hand from others as friendly, sympathetic and very co-operative person. It is a challenge to inspire people around me to be focused, to be creative to be respectful of others and to be caring. More than anything the challenge of designing, remaining visible seems to be a strategy that helps me to survive most the unexpected challenges from national and local priorities. I think, the key challenge is to revive cultural events to a level where learners can benefit economically from these events, such as gumboot dance and diverse traditional dressing and cooking. In other words I mean learners should be able to achieve moral commitment to most cultural activities. I think that the most outstanding event is the choral music competition. This is the most direct form of maintaining unity and harmony in the school. I think that all school events should assist in reducing violence situations, bullying, jealousy, child abuse, custody disputes that lead to feelings of rejection.

Mr. MOSIMANE: You know I find it hard to describe how I interpret the National and Standards Norms policy, but maybe I must say its purpose is super, to distribute the state allocation equitably to schools and to provide quality education. First the policy tries to establish priorities for me, like providing access to education. The huge number of learners admitted dwindle the quality I have of teachers, of learners and parents. I mean when a teacher is faced by overcrowding in a rural place and there a city with far less number to teach in classroom, these good teachers, simply apply for a transfer and go. The impact on my role as a principal's stressed up by the facts that I cannot hire more teachers than what the government allocated to me because I am classified a no fees school. I think I try hard to provide just a healthy teaching environment, with no chance of new building or creating new teaching posts. I think that there will also be insufficient money to meet the wide range of needs and expectations from parents. I cannot say that the National and Standards Norms policy provide debate and argument to success and quality, because many parents use school choice to access both access and quality.

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INTERVIEW WITH MR. BAMOTSE

R: Let's start with a direct question: "What are the particular roles of the principal? Or what are the particular things that you do as being distinctive roles?"

MR. BAMOTSE: I am more democratic type of person with a different approach of leadership roles. I am increasingly exposed and experiencing the harsh complexities of destructive forces facing me. I think I am trying to uphold good moral standards, I am working for stability in my school, in life, community and the nation. You know my roles include the following: eh....eh to create a dynamic and relevant primary school in this deep rural area. To render quality and professional service to teachers, pupils, parents, the school governing body. I think I regard the following roles as very distinctive, I am assisting in the appropriate development of the potential of pupils, all teachers and support staff in meeting the needs of the local community, I also encourage and motivate the school community to partner the community fight against poverty and illiteracy. I am ensuring that the effective functioning of the whole school and the delivery of basic education is not impeded by union actions. I think I also contribute to realization of the national ideal of literate and prosperous persons. I am trying to keep abreast with national transformation, regionalism and also tackle international trends in education, such as to keep education comprehensive. All this roles I regard as distinctive are very close to my heart. I know that the ultimate aim is to address the needs and aspirations of the nation in transition by developing the human resources of the country.

R: Okay, can you tell me how do you describe reform in your school?

MR. BAMOTSE: I usually invite the neighbouring school principal to come to our first parents meeting and she will ask that question you asked me. For example, the principal will ask parents what do they see as reform in their school. What is mentioned like changing wooden window frames to steel windows, putting ceramic tiles in all classes, improved environment as regards to safety. Thereafter, I describe to parents the quality of education by explaining total attendants of pupils and teachers. I think this type of two – way communication explains the way I describe reform in school. I think I do allow parents to have their own opinions even if they differ from education department. I also read some of teachers' lessons to get a feeling improved learning. So I learn a lot about reform in my school before I describe it to parents, involving the in assessing visible and tangible reform makes them aware that I appreciate their comments and I have considered them. I must tell you that when curriculum 2005 was introduced, I invited the Adult Department of the community to come and clarify what new curriculum is. I quite remember that the lecturer did a fine work to provide knowledge to all parents and explained their responsibilities as regard to homework and suggestive themes to teachers. You know I also make it clear to parents

that at primary level I encourage teachers to teach the head, hands and heart. Although there is an additional thing, life skills and this is because the new subject life orientation. Yes, I think this is the way I describe reform in my school. I inspire control of learning from parents by helping and requiring assistance of big brother when parents are unable to read or write, because preparing learners for changing school life needs us to involve everyone and being able to speak the same language. I think at all times parents should play their various roles to the full, this I reinforce parental authority.

R: Okay, the school must teach tolerance especially today, what exactly defines your roles?

MR. BAMOTSE: I think that all facets of national life demand my attention. Rights in our country's constitution more than anything define most of my roles. I think that the right to basic education impacts on my roles very much, in the sense that right to learn must be enjoyed by all in our country. I think that is why I am focused to mass production of education with emphasis on numeracy and literacy. I think that I am in in away spreading the ideal that education is a free right but I am aware that if all people in the community will turn up and claim to be admitted I will not be able to cope with great numbers. You know I think that changing sets of circumstances also define my roles. For example making every effort to refocus the school curriculum towards the science and arts, make a demand for the upliftment and expansion of the learning capacity. I think that I must provide facilities such as laboratories and libraries.

R: The essential issue before us, therefore, is the question of our capacity to deal with nagging problems. What are your major problems?

MR. BAMOTSE: I am just going to mention major difficulties facing me. For example, I think that I am faced with the difficulty of improving attainment standards, dealing with national priorities as my leadership style emphasize achievement of local priorities enhanced by the school vision. But I am also confronted by constant crisis management caused by the district inconsideration of ill teachers, who are pleading to be transferred to less dusty areas like ours. The first teacher was affected by allergies was refused inter-transfer, became so ill and later was hospitalized and died after I have pleaded with the district manager to realize the teacher to a better environment. I am now faced with similar situation and the teacher contemplates sign if the district cannot realize, and my problem is that the teacher is going to lose most of her earning because of threats and ill-treatment from the institutional support coordinator. I am telling you this is beyond my control, in this regard I am not the direct employer to influence the district or regional manager to do the right thing. I am unable to correct public unclear goals, especially culture choice and structural disparity within the educational system. In other words I find it difficult to review the day-day operations and

R: You say it is not easy, the challenges are forever there, what would you say are the challenges that impact on your leadership role as a leader in curriculum reform? In what key ways do these challenges hinder envisaged changes?

MR. BAMOTSE: Well, you asked me really difficult questions. I must say to you that strategies devised at the beginning of the year do not always shield us from formidable challenges. Along the year it is difficult to turn teachers into active teachers who should in turn can change pupils into active participants day after day. I think this is not a completely new challenge, teachers try to use learning material to locate popular personalities within our shared social lives but this too, does not convert pupils into quick and lively pupils. There is also the difficulty to satisfy quality demanded by other structures within educational system, and so there is no single way for meeting the changes. One other prominent challenge is the dilemma we face to change the curriculum and organize it to speedily uplift the poor, this is accumulative and it is not immediately visible. I think that interpretation of education will always vary among the stakeholders. There is always a demand that the school should solve problems with their full participation and yet I find half of them are the problem. I think the big challenge is to explain to all that there is no one way to solve school problems. This type of gathering challenges the principal to guard against public rejection of school authority. Why I say this, if as I believe, it is in keeping of coordination of activities. On the other hand, I find it frustrating that I must make sure that teachers re-examine their personal values and their political values, so as to continue to keep teach authority a two way directional activities to expose the potential strengths of the pupils. I think that in many classes' teachers dominate the teaching relationship because they still adhere to the traditional attitude of knowing everything and parents knowing nothing. This is tough challenge. I must interrogate many stakeholders' attitudes and the manner in which they do things. In fact I must sometimes force other people to tolerate different views. It is true that the different socio-cultural environment from which they come makes difficult for them to perceive reality objectively. But I must take steps to improve everyone a mist challenges, especially because not all school aspect need changing.

R: Now let us talk about events especially those which impact on your role as a leader.

MR. BAMOTSE: If I may be quite honest with you, I can say that there are few events happening in my school. I think I have three events that is, the library week event. Here each grade selects ten best readers, who will read any book at the highest speed of seconds. The best pupil gets a prize. This is quite on event which parents come to see free activities of pupils. Some of the parents read poems for pupils, others tell traditional stories. This outsider's interaction serves a number of important purposes. I think that the first is that of informing and developing the pupils' knowledge of

what to read. I think that pupils benefit personally as stories carry them from typical life world to unknown world. This event is always offering a social awareness and educational inspiration

R: Thank you very much.

INTERVIEW WITH MR. GATHOLO

After all the formalities, the interview proceeds as follows:

R: Tell anything that the school does to improve learning, control of learning, coordinating teaching, reform in your school and how do you prepare learners for the changing school life and the same time understanding your role as a leader.

MR. GATHOLO: You see these are traditional roles of any principal. The most important roles are by all means activities you know, but I will tell that motivating students, I make sure I build within them success, I show them in my learning area that they can select learning which suite their interest and practice materials to master classroom practice. I think that setting short – term goals for teachers so that teachers can experience success. I frequently promote a sense of professionalism within the school community and that enhances the motivation of students. So it is evolutionary process and I encourage teachers to focus on students efforts in my school. I allow teachers to consciously recognize student hard work and reward effort that brings success or improve students' performance. I control learning by ensuring that teachers give feedback by walking around the classroom during students work activities, here teachers control the noise promptly and correcting students' projects and grouping students' expectations, this is my distinctive role I like very much. I like to challenge the whole school, that some weeks during the term some teachers are asked by district to attend workshops of various subjects, but I know that the remaining ones, can rise to the challenge. It is this kind of thinking that assists me to lead the staff and to coordinate learning.

R: So can you now tell me few things that you think really define your role.

MR. GATHOLO: Well I can say to you, being correct all times. This demand if not met can cause suffering for the district manager for not closely supervising the principal. The district manager needs to answer to the regional hierarchy for the principal mistakes. Even though there are many things that are beyond the principal ability. , I think that putting time on all tasks, define my role in changing, replacing activities or even expanding time of sports. The third thing that clearly defines

my roles is the community expectation that the school is there to teach students to think like young adults of other nations. I think personally these are factors that define my roles in a nutshell.

R: What is the particular role of the principal like, as well as the broader political role and social role?

MR. GATHOLO: I know what you mean, I want to tell you the honest truth, my role is confusing and hardening. I mean since 2007 my actions or activities are being directed by the fact that we are at the implementation phase of the ministerial review recommendations seem to affect managerial activities very heavily. You know the implementation of curriculum so that students are able to understand what they are asked in examination is a big challenge. Honestly, I seem to be dependent on support service from the district office. The regional education authority demands an overall learner achievement of eighty percent and above. So those policies which seem to assist me in creating a conducive learning environment get implemented.

R: What else do you want to add?

MR. GATHOLO: Well Sir, I must tell you that there is an increasing tendency among teachers of the militant union to give their own version of what must be done. It is usually not possible to predict with certainty the functions and responsibilities the union wants to be introduced, so I cannot introduce new programmes without their union approval. This union must always agree with the government and then schools can implement. So I am trying to say there is a lot of interdependency that surround school tasks. Political roles are handed down through unions to principals to implement. I mean I determine priorities of each with parents just before the end of year for the following year, but I do push aside some roles and deal with union and political agendas as the superintendent of education regard the two of us social partners. I think this very idea makes the role very complex in nature, so I need to have a turn-around strategy for each term. Sir you know my roles are dependent on the actions of too many role – players. This role – players all need to be serviced by the principal either by just giving informal brief or information, this to them is empowering and being accountable to them.

R: How do you describe reform in your school?

MR. GATHOLO: You see this is the usual way in which principals allow the school community to assess growth. I read the budget income and explain the expenditure. So this in a way a public discussion, which indeed focuses on teacher development and their achievement, learner development in terms of discipline, morals and overall school achievement. Here the governing body will lead the parents in criticizing some of the ideas of the district, such as the low pass rate

prescribed by the education department. One other thing I discuss with parents as a way of describing reform in school is the school improvement plan. I think that explaining to parents about new initiatives introduced by the government mid-year to change or adapt learning and teaching is a great responsibility. By such means I gradually facilitate reform which cannot be put into words and sent by post home. I really do think that some of the policy innovation does not lie dormant and unexpressed in my office files.

R: What is it then that you recognize as problems and real challenges to school improvement plans? What else do you do to deal with such problems and challenges?

MR. GATHOLO: You know I think a combination of circumstances conspire to upset attainment of school improvement plan. There are closely related processes which I can recognize as problems. For example, the difficulty of providing textbooks by the Norms and Standards policy and how is practiced in the education system of the North West Province. Principals and teachers are invited at short notice for display of textbooks and in that few hours, teachers are expected by publishing companies to a good choice of the textbooks they like and are going to use the coming years. I think that time is limited to review the books and to know if the books are good and readable. One other problem is the narrowness of the purpose most books are written for and at school the purpose is to teach understanding and then comprehension. It is here where policy and practice go in opposite directions. Even then we do place orders and department pays to selected books they in turn place orders with book companies. This structural stress, very often flows to school where shortage or non-delivery is experienced. This retard the progress of the improvement plans as I then need to decide of alternative books which I may receive or not receive that year. One other problem is that book companies cannot publish books for one district.

R: What do you mean?

MR GATHOLO: Sir the management policy is clear on team work, the school management team have attended overall workshops and seminars of Dr. Molapo, but in the eyes of the district sharing leads to fragmentation in a school teams are responsible and accountable for the effective leadership and management of the school, but the failure of the school place only the head of the on the block. I can tell Sir, that I have been reminded the school has not performed well for the last fours and this year if the same thing happens I will be moved to another school by the (ISC) i.e. Instructional Support Coordinator. I mean why not remove all team players. I think all schools cannot perform well without cooperative effort of all. Some of the teachers especially who belong to militant unions can slow down the progress deliberately knowing the results of poor performance falls on the head. I think this is a challenge because what it means is that I need to privately during

holidays hire other teachers to teach so that students pass at the end of year. Believe it or not many principals have been removed because of sluggish work of some teachers or school management team. The obsession with learner achievement blinds the education department officers of what is really happening inside the school. I think that the technical model cannot develop curriculum or provide emotional support to all.

R: What do you mean by technical model and emotional support?

MR. GATHOLO: Well Sir, I mean that I do encourage mutual trust and so building team work and accept ideas expressed by my fellow works and making sure that everyone knows what is to be done. But I can observe some teachers are giving very little. For example checking teachers effort by analysing data and especially examination items, one find that learners score high in questions where their own effort is required and perform low where teachers effort is required and perform low where teachers effort was highly required. In other words these items needed teacher input before assessment. Perhaps the district should start with checking and make data analysis before putting poor performance of the school squarely on the head of the principal. I think those are some of the things that I recognize as problems and challenges. You know of the education department hierarchy cannot put themselves in other person's point of view in perceiving the reality of the problems facing principals.

R: Okay what events do impact on your role as a leader?

MR. GATHOLO: I think I remember a few of these events. The launch of district improvement project.

R: What about it?

MR. GATHOLO: I think that the launching of quality learning event makes necessary intervention in reawakening of teaching in my school. Here I was able to enforce responsibility from the members of the school community. I think that teachers were coming on time to school, preparing their work and being accountable to the actions. So basic functionality of the school provided the fundamentals to achieve quality and assure many of improvement. I think that I excelled that year of introduction and curriculum reform was explained in the contexts of teaching, adopting material and making learning very interesting for everyone. I remember that I did not use monitoring a lot but everyone went an extra mile, allowing learners to take part in national priorities such as planning gardening of each student at home to alleviate poverty.

R: You mentioned that everyone excelled why?

MR. GATHOLO: Well I think that at this point, I recognize the need to delegate without control and the event of Letsema was just introduced in educational settings. The community took care of work like cleaning the classrooms, toilets and landscaping the school rosaries and planting flowers. So you know this kind of volunteerism kept the school community alive, restoring values and encouraging the school community to engage in socially useful work. I think that learners and teachers took extra lessons and allowed the district to fill the gap created by big town immigration of highly regarded teachers. I think also these two events were able to pull the district and the province close to the local communities. These events have now successfully offered the community with markets for their products.

INTERVIEW WITH MRS. THABANA

On the outskirts of Mahikeng town lies a rural school named Motlhodi Primary School. The school starts from grade R to grade seven. As I approached the school around 14h00 I noticed children in uniform walking about streets, clearly from the nearby primary schools. The school has 1000 pupils, there are 28 teachers and administrative clerks. I interviewed the principal Mrs. Thabana in her office in the administration wing. A copy of the School Vision and Mission statement hangs on the wall behind her desk, a timetable on the opposite wall, and school assessment plan. Class sizes range from 45 to 60, which needs to be brought to 40 per class to meet national and provincial standards. Fees are R60 per child per year, and the school gets a subsidy of R25000-00 from section 21 allocation.

The school admits everyone on the basis of first come first served. Additional pupils are admitted in January, because most granny's do not adhere to the provincial time of registration.

There are two Secondary Schools in the village and one secondary school a three kilometer distance from the primary schools. The appearance of the school speaks of a simple and orderly learning environment.

R: Mrs. Thabana, thank you for allowing me to interview you, it is winter and I know you are prepared for it. I hear from the teachers that you have been principal since independent states, is it time you were principal during Bophuthatswana self-governing state.

MRS THABANA: It is true, I have being principal for over twenty five years and I have always sticked to good values of a simple functioning school. Like for example, teachers call me by my first name, Louisa. The open door policy works for all of us. After school the mood is the same,

simplicity and gentleness represent a oneness value system. Pupils come early to school for morning reading lessons.

R: Okay, now can you tell me what the particular role of the principal is like, as well as the broader political role, social role? What particular things you do as being distinctive roles? Also tell how do you describe reform in your school?

MRS THABANA: I view my particular role as that of inspiring active super functioning school. If pupils know that active participation is expected from them every day, they will come to school every day, they will come to school every day not whenever they want to. Even teachers in the classroom shape their learning material towards encouraging active involvement. I wouldn't say teachers and pupils are involved in perfect active actions, but the teachers here are trying hard to turn things around. I think that using a simple metaphor. We are with ourselves. This metaphor in one sense, act as added action and directional signs, to push forward to teach reading, writing and speaking. I think that teaching simple discipline in such a way that everyone understands the meaning of discipline, and the value of respect for property and elder people. I use my leadership to cause some kind of dependency on self. I had this feeling that all are workaholic, I want to keep the spirit of hard work for everyone. So I ask help even if I can do the work. This is the way to socialize, to allow others an opportunity to get involved. So that's the very greatest achievement because now it's easy to get everyone work. I need to do things on my own because it was not easy for me to understand transformational leadership. Now yesterday I asked parents to donate R1-00 for thirty pupils who are performing below average and they did it. With that money a professional psychologist is assisting them. That's an achievement. You know I think the school community understands my leadership as orderly, gentle and merry-go-around. Reforming the school is an easy task. I think that most ideas of renewal comes from the metaphor, we are with ourselves. Sometimes teachers consult with each other and I find the work done. This is an achievement. Changing curriculum, I had two aims, the first that parents will learn the new knowledge with learners and to unite the staff with the community. The first aim I tried to achieve by being part of writing learning material for both foundation and intermediate phase.

The school emphasis on being simple and gentle, now serves as renewal to uniting staff and the community. For example, through the School Governing Body I am able to run the school's extra-mural activities. I think I have tried to explain how my roles are like. Everywhere I am faced with leadership roles to change anything, I first start making a team, uniting them as a simple and gentle force, then I know I am equipped to face the next level of pupils. To talk with them about what a

good and active participation should like. If all pupils agree that a good involvement provides energy for all, they themselves should be highly involved.

R: Now, tell me what defines your roles?

MRS THABANA: I think that curriculum change policy does define my roles as a leader. I am expected to be a researcher, learner, facilitator, manager and a leader. So I think that having to make these determinants very simple and forcing gentleness on the roles is a great change.

R: Talking about challenges, what problems and challenges impact your role as a leader in curriculum reform?

MRS THABANA: I think that the problems affecting me arise directly from outside the school. There is a huge difference in what schools believe in with regard to curriculum beliefs and the political beliefs about the practice of teaching and learning. For example, I practice curriculum beliefs that inspire empowerment in developing learning materials in designing a new belief of active pupils and holding high the traditional views that teachers can still move from known to unknown, from generation to generation. But there is a lot bureaucratic processes that hinder my attempt to empower learners to be generators of knowledge, my role as a leader is to supervise teachers to achieve prescribed skills and application of inclusive policy. My observation is that will not freely allow learners develop knowledge that will not count as teachers work. You know I must sometimes align myself to the practice of political opinions without giving thought to the current practice. I must explain the problem of putting to practice the actions that is decided by government, "all learners can learn if given time" I think that as adults we miss to understand that learners are faced by things that they cannot control, such as choosing the right teacher who can facilitate that learners reflect on their own work, and grab their hands to remove all the uncontrollable things learners face.

Again I must tell you that I have also understood official curriculum to differ from actual learning programmes because as local adaptations and if this emerges at provincial level then causes tension and I am described as weak principal who allow teachers to deviate from office policy. I think that there will always be a challenge of interpretation of policy and practice for principals. What appears at first glance to be simple process of translating into a practical plan can become a huge challenge that needs theoretical knowledge and selection of priorities outside official policy.

R: Okay, do you have anything to add?

MRS THABANA: Yes, I can add a lot of challenges. You know I think the real challenge is to build a transparent system that can assist principals to interpret policy, and update school latest curriculum policies. Waiting for five years review cycle from the education ministry does not show progression

that principals can interpret policy on their own. Education system for monitoring teachers attendance is a problem and challenge in that no matter how you report absenteeism, nothing is done by the district to address grievance procedures of all sorts. I also think that, the whole school evaluation event is one event that provides us with the opportunity to work together in more simple and gentle way. Teachers can test their leadership ability by getting involved in different areas of the curriculum. The school evaluates itself first, then reflection on the work always generate a school improvement plan derived from our weakness and shortcomings, especially with regard to expertise and knowledge in subject area. The impact is felt when the district fails to translate the policy of whole school evaluation into practical plans.

R: Is there anything else that you would like to tell me?

MRS THABANA: Well, there is intervention programme, it has to do with slow learners assisting them to cope with classwork, group work, individual work and peer work. Here teachers use the combined strengths, insights and interactions of parents and remedial work teachers. This programme requires knowledge of group processes, parents requested to come and look at the work of their children and are advised by teachers on how to go about to help with school work at home. So, sensitive parents are not likely to influence slow learners but will go to the higher of office above the district to pint a discrimination picture of the teacher's intervention activities. The district will be told to watch and assess the teachers' behaviour and make sure that child goes to the next grade. I think this type of consensus – building approach places emphasis on disturbed communication between the principal, the district and regional offices. On the other hand this mistrust causes a lot of emotional stress on teachers. The authenticity of the teachers experience is questioned. Unfortunately the intervention has been exploited by unscrupulous parents and I think this is going to delay changes in the life of pupils. I think that the district should attempt to get the parents to understand what intervention really is. I think that the Labour Relations Act guides me to create relationship between employee and employer, here I think that these go together with my work to allocate work that is fair and negotiable. This way, my role as a curriculum leader is guided by this act, promoting the employees opportunities. I carry this responsibility alone. I think that some needs are met in school through curriculum reform. If these needs are handled effectively, principals' roles are less likely to be affected in one or another.

INTERVIEW WITH MRS. DIDINTLE, PRINCIPAL OF SETLHAKO PRIMARY SCHOOL.

The researcher announces himself to the gentlemen at the school gate and is told to wait a bit while the security man locks the gate and when to enquire he had an appointment with the principal. This is done because on that day pensioners were receiving their R1020-00 inside the school yard. The school is used as pay-point. Some of the pensioners were very young, they were locked out with for some time like ten minutes. I talked to them and they told me they have children in the school and their mother and grandmothers attended the school. They indicated to me that the school is seventy years old, apparently named after the chief of Magogoe village. The security man appeared and opened the gate and escorted me to the principal's office. On one corner of the principal's office there were few pictures of past chiefs and including the youngest one recently passed away.

R: Thank you for having agreed to this interview. This interview is about your roles as the principal. I will be asking short questions mainly for clarity and I would like to start with a very interesting question. Are there changes in what you do?

MRS. DIDINTLE: I have been principal here for over twenty nine years and every year brought about changes.

R: Okay, South African curriculum has changed dramatically. Now can you tell me how your role as a leader influenced the curriculum to work in your school? I would like you to tell me what particular things that you do as being distinctive roles? You have roles, how do you describe reform in your school?

MRS. DIDINTLE: I think curriculum has changed much in its design, structure and a way teacher goes about their work over the last number of years. I think most of us are still traditional, we try to be modern teachers who are fair and completely hard working. We try to change the thinking of our children to be modern and intelligent. Also I influence teachers to provide individual attention to all pupils. I guess that over the years has considerate on just making pupils know how to read, to write and speak English, but today we do more than this, pupils are required to have basic life skills, values and useful knowledge. In most cases I would say that I determine the effect of teaching and I visit classrooms to observe teachers assessing the progress of learners.

R: Please let me interrupt you. What else is your role in the entire school?

MRS. DIDINTLE: Well, it is improving learning by leading staff to greater heights. I control learning by requesting teachers to choose themes for the term and I scrutinize these themes if they are aligned to addressing social justice and human rights. You know it is my duty or responsibility to do this and I have been here for a long time to know if we are preparing learners for the changing

school life. The learning hours are not any longer enough, there are many leaders spreading their ideas about changing school life. For example, the ward council will visit the school and give advice this way leadership improves learning. I think that my particular tasks are reforming the school curriculum to be relevant and supervising teacher's projects, programmes and holistic teaching. I think there has been stress about the changes that we have undergone, and this defines my role as a leader in curriculum reform. I think that difficulties of understanding integrated quality management system and the whole evaluation, also defines my roles to a greater extent. These programmes are sometimes very frustrating, but they keep redirecting our functions.

R: There are a lot of problems and challenges that face you as a principal, can you elaborate on major challenge.

MRS. DIDINTLE: I feel that curriculum renewal plays a little, if no role in changing the attitudes of employers in providing hope for learners. all the problems I have at school I blame on inspectors (ISC) change functions from leading and guiding to coordinating learning material and support services. I would say all officials, but a great majority of them. I am so convinced in my way of thought that I would actually say it to them. You can't expect inspectors to transfer workbooks from national to local school without reviewing these learners workbooks, even the support must be re-evaluated and grade for primary school. Another problem is that there is very little expert knowledge coming to school, especially on alternative strategic class organization. All the above mentioned problems are caused by communication gaps and uncertainties in the province, I think that the education officials may be all coming from SADTU union. There is a certain amount of resistance to change with regard to what parents and teachers want their learners to know and be able to do. For some parents they want teachers to emphasize material sciences while teachers are providing knowledge for learners to know what the purpose of their learning is. I think that my teachers strongly believe in involving learners and clarifying of life purpose as this reflect community's views of what is of almost importance. I really think that the emphasis should be on accepting non-fixed route to what learners must be or should know this will eventually lead to parents accepting other skills as knowledge, the attitudes and the abilities to develop as just citizens. I think that piling too many stakeholders on the school structure should not be way of returning back to working against each other as member of a team focused on going to back to basics without reasons. But we also have difficulties facing us new tasks have to developed containing diverse cultural material, dealing with national priorities not enhanced by school vision and mission. I think that also we are faced by lack of clear public goals on inclusive curriculum. On the other hand we are confronted by social demand to deal with needs and concerns of others. If

one looks at principals as collective, you then remember that there is no principal association in North West Province for them to discuss administrative workload, which explains the why the absences of professional ethics. I think that one of the difficulties facing me is to manage uncertainty and steering new challenges, turning old problems upside down trying to look for new ways for these old problems. When I first implemented the new curriculum reform, I was faced by two things, time – deadline and demands to inspire teachers to qualify as the only way to acquire new skills. Knowledge now all are qualified with a national diploma.

R: So after dealing with knowledge deficit of teachers, are there any other challenges facing you now? What are your expectations of teachers' performances? Have there been any changes in response to provincial changes?

MRS. DIDINTLE: You know, I think that teachers' qualification provided me with a formal process to normalize functions at a more satisfactory level, especially because I was indirectly responding to the provincial crisis of staff development and so I knew improving teachers will benefit learners to a great extent. In way, I am responding to challenges involving decentralization of leadership skills where it matters most.

R: You mean teachers in your school are leaders, is that it? And they are teaching well?

MRS. DIDINTLE: Yes, as well as facilitators of the provincial priority, that of team up, work together and achieve excellence. So that is when we work together that things can work out for the better. Some very common responsibilities such as improving academic performance so that the province can rise to better position as compared to other nine provinces, this can be achieved if we start at the primary school. I think that it is my duty to propel simple knowledge of keeping goats, chickens at the home of every learner. This is conscious educating.

R: So when you spread leadership skills, what do you expect of people around you?

MRS. DIDINTLE: I expect teachers, pupils and their parents to accept my mediation and so transfer it to others, especially to voice their opinions when they see challenges and problems. In a way I am responding to challenges involving decentralization of leadership skills where it matters most.

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MRS. DIDINTLE: I expect teachers, pupils and their parents to accept my mediation and so transfer it to others, especially to voice their opinions when they see challenges and problems. This way I think there we be high performance from all.

R: Does that mean your teachers are focused on provincial changes? Do I understand you to be saying curriculum reform is happening with local alignment to circumstances?

MRS. DIDINTLE: Yes, teachers are putting content to the curriculum using local heroes to make teaching meaningful. I think that there are provincial changes, teachers have reduced absenteeism and they are very conscious of time management to be able to complete curriculum and full attention to the contents of curriculum is given. I think if I challenge everyone to put time on every tasks I am indirectly addressing the province's poor management skills visible in the district by way of focusing themselves on mindless paperwork and old habits. I mean most of teachers have intellectual capabilities to act independently of political pressures.

R: You mean for.....?

MRS. DIDINTLE: Yes, they understand what they teach. Pupils from poor homes are the ones who are topping in numeracy and literacy reading.

R: You mentioned that poor learners excel How do you know that these learners are poor?

MRS. DIDINTLE: I think it's important Mr. Makgwana to explain to you that at the beginning of the year, I register these learners, their parent details, work and other life circumstances. So most parents don't work and I make it point to approach social welfare for grants for these learners. And I am fortunate that in North West Province, that the director at district office social welfare is my former high student. The school nutrition programme supplements these social grants.

R: Would I be right to assume that this is about teaching pupils in totality. Is there anything else you want to add?

MRS. DIDINTLE: Yes, we teach the body, soul and the mind. I think we can learn from the pupils that poverty is not just physical but can be spiritual. I think this sort of attitude influence us to do everything we can to lead and teach them with dedication.

R: Can you now tell me about events that impact on your role? Tell me what are your responsibilities in these events?

MRS. DIDINTLE: I think there are many such events that impact on my role. To mention a few, events that focus on improving social cohesion at school, community events that attempts to continue culture, events that respond to quality improvement of education. All these events are but a few key events in the life of the principal, which I must engage to provide satisfactory education. In practice, the event to democratize school development, where stakeholders from different government department pledge to become partners, I must facilitate social cohesion and very important assets of the school. If for example, I need protection during inter-sports visits I should be able to access assistance from the police. Social welfare I have already spoken about it. The events that are intended to improve curriculum or to innovate it, are foundations for learning, which focus on improving reading in numeracy and literacy, here I am assessing if teachers timely engage in national prescribed resources, and these activities are scheduled in school time-table.

R: The division of work in your school is fair and just. How far should the work be differentiated?

MRS. DIDINTLE: I think you know that to contribute to the process of transformation need each and every one to be empowered. I mean teachers, principals, parents, social workers and all stakeholders must aim to develop competencies such ability to practice a cognitive management style, encourage learner thinking, and to promote learner empowerment and motivation, this how far work should be differentiated. I think also that this explain my role and contribution to improve the performance of learners across all subjects. The few events I have mentioned assist me to control curriculum alignment and service delivery. In a way I have also explained reform in my school and the prevailing democracy. I have talked about technology teachers, but you can now see how I try to enrich all teachers.

R: So what you are saying is that these events are turning education around, is that it?

MRS. DIDINTLE: Yes, I mean funds are raised and resource acquired for schools, this project is called QUIDS-UP.

The event is the whole school evaluation, assist me to shape and reshape what happens in the school. At the beginning of the year in terms of critical planning, there is a voluntary self-evaluation, and the results help to create a school improve plan. From the plan we are able to turn our weaknesses into opportunities to solve problems. For example in the subject technology, teachers indicate right at the beginning that there is need for improvement of their technology knowledge, so my role will be much more focus rather than just be general throughout the year. Here, what to do?

I usually invite an expert to conduct instructional workshop for technology teachers. There is integrated quality management system, this is a yearly and everyday affair. Where teachers choose peers to develop them on teaching strategies, classroom organization and improving learner achievement. My role here is to coordinate the process to be meaningful to teachers. I think that this event truly makes a difference in learners' assessment, it has improved and it is regular. There is direction as far as achieving prescribed skills. So my role I can say is to support continuity of tasks.

INTERVIEW WITH MR. RAPELANG – TLHALEFANG SECONDARY SCHOOL

Mr. Rapelang a thirty seven year old principal of secondary school. He is Uni-West university graduate, but holds B.Comm degree.

R: You have been a principal for how long?

MR. RAPELANG: For few years. But I have been a principal of another secondary school before I come to this school and I am results proven. I know what to do to get desired results.

R: Okay. My question would be, how would you describe your role in an effective secondary school?

MR. RAPELANG: I think I must right away tell you, first I am constructivist I like to come to a school when a school is very low in all departments. I will make sure that discipline is adhered to by teachers, learners and parents, and if this discipline is seen to be done practiced, it is then easy to increase learner's knowledge. But I have experienced and observed that teachers can be a hard met to crack. Parents when you talk to them seriously they do their best to support you and that's the little I want from them. I can tell you my roles in curriculum reform is to implement management principles, like planning, organize, control, guide and evaluation. So planning as a role in reforming curriculum, I simply plan by using the SWOT approach every term, especially at the beginning of the term. The strength of having commitment subject teachers, afford me the opportunity to challenge teachers on knowledge to be achieved. I target language teachers to assist learners with how to acquire vocabulary in different subjects teachers including science teachers to teach understanding and comprehension.

R: So you strongly agree that management is the same coin of active leadership. Are there any particular tasks that you do as being distinctive roles?

MR. RAPELANG: The one distinctive task I would like to do for my entire life is to allow teachers to provide learners with a greater choice about what and how they must learn. If there is any passiveness on the part of students then it must be guided. And because secondary schools deal with adolescences I do like to influence learning material or inspire teachers to create their own learning material that focuses on different work, such as a teller, a mechanic and spokesperson. I think that students must be changed into ladies and gentlemen at an early age. If high education can't do this, I would like to take these roles as distinctive and essential skills for students to achieve before leaving for university. This is the reform I am talking about in my school.

R: Sir can I interrupt you. How do you describe reform in your school?

MR. RAPELANG: I said it requires utmost respect for everyone to succeed. I think I tried to equalize gender among the teaching staff. I think that just is practiced and non-violence efforts can be seen. I also think that most teachers have changed their teaching to critical, cooperative teaching practice. I think I already said constructivism is my philosophy of running the school. Reform of the curriculum is about changing minds and encouraging positive attitudes. So I can say that improving learning can be done by coordinating information from new textbooks and showing teaching teachers how to select the best textbooks, which assist in preparing students for the changing school life.

R: Yes, that's right, but can you tell me what exactly define your role?

MR. RAPELANG: I think that empathy and reflectiveness about what disadvantage student can do and achieve. Also conditions of learning strongly direct my roles to achieve various demands. I can't pin-point exactly what define my roles, but I guess the situation at the hit of the moment do define my roles. I think Sir, expectations to achieve some goals of the country and to provide quality of schooling drive my actions to a large extent. There are situations where one tries to be friendly with people and at the same time expect to be confronted and to deal with difficult personalities, hostile and aggressive people in the system of education, especially the district. I think the policy used by superintendent general to deal with learners removed from other province on account of their violent behavior and placed in my school without being told of the background circumstance of these cases. The learner repeated what he did in the other province. Using a knife to fight classmates. The learner run away.

However, it is in situations like these where I improve conditions of the school community tackle unfinished agenda by eliminating the cruel, unreasonable and demeaning practices. I think that in most cases, people are unable to complete tasks because of unclear district goals. It accepts new

tasks from all government departments, in an attempt to deal with national priorities. I think above all I am confronted by constant management crisis within the district trying to do the work of the circuit office.

R: You talked a lot about the problems confronting you from the district and circuit. Can you now tell me about those difficulties within your school?

MR. RAPELANG: Since I became a principal I have had difficulty identifying activities that can improve policy implementation. For example, integrated quality management system. Here giving formal performance appraisals to the staff. I will be looking at the best side of the staff and while his / her peer will be penalizing and discouraging the efforts. The peer teacher will be demanding a repeat of the lesson over and over until the lesson loses its meaning. This causes difficulties on my part to review the day to day operations. Some peer teachers do not have the basic skill of the project management and absence of professional ethics.

R: May I interject? I would really like you to tell me about challenges facing you. Why do you think there are challenges in your school?

MR. RAPELANG: I think that the staff still defines curriculum reform for learners. I mean teachers make sure that students learn only the revised syllabus and activities are based on judging and remembering. Here teachers try to change the students' life to be better than that of their parents. Where parents received little knowledge and skills necessary to meet their present needs are increased intensely. I think that classroom practice, compel students to receive information from teachers and librarians. The biggest challenge is to organize materials which drive students to learn more about the world of work and themselves. There are constraints and expectations that cause great challenges within the school. For example, expectations that causes great challenges within the school. For example, expectations which force the teacher to include discipline even if his is teaching learners with learning disabilities. I think that teachers try to keep teaching orderly while on the other hand students cause disruptive teaching moments.

I think that a lot is expected from me and the school community. The other great challenge is to keep reconstructing and really improving the conditions of students. This is routine work. Here teachers try to make curriculum flexible and to emphasize local community values. So, I think curriculum itself empowers students to change the community continuously. I think throughout the year the challenge is to create quality of learning by using new subject content planning and managerial skills.

R: Has there been any changes in response to national goals, provincial changes and local changes?

MR. RAPELANG: Well, I think what matters is motivation on the part of the principal, commitment by the district and a shared interest between parents and the principal. I think there has been a change in response to national goals, most students like learning and they do not try to avoid it. I think students ably take responsibility for their own learning facilitated by teachers. The province practices varied learning experience, you will find during vacations different teachers from a complete different school teacher at my school.

R: So, how do teachers approach curriculum content planning? What changes do they implement or don't do? What usually happens in lessons preparation, what are your expectations of teachers' performance?

MR. RAPELANG: I tell you that each teacher selects topics to cover over three months, appropriate these topics to the prescribed knowledge of that particular subjects, then the abilities are planned in such a way that they reveal achievement of the content. Usually there are more than three skills to achieve every day. There are assessment standards to guide the teachers work progress. Teachers are at liberty to use assessment format. So every new three months the above-mentioned cycle is repeated. I must tell you that any teacher who follows these steps diligently showing strong facilitation is usually the best producing results teacher. So my role is to encourage other teachers to follow suit, I do this because I think approach to curriculum assist learners to know, to do and reflect. I have observed many times teachers prior knowledge is usually concepts clarification, followed by teaching understanding by linking concepts to facts and then comprehension is tested. This observation makes my supervision less complex in nature. I know what I expect inside the classroom.

R: Yes, that is true. Is there any event that impact on your role as a leader in all this transformation?

MR. RAPELANG: I think that I never short of such events. I think that at the beginning of the year, all teachers try to identify students with all sorts of problems and this event is the one really impacting on my role. Here, I will notice many students squinting to see the board and when parents are told they simply take it as physical trouble. This observation and correcting the situation takes a lot of money and the policy on managing finances is very silent on whether such disadvantaged students can be helped, to make matters worse there are no school nurses or

councilors. I find myself having to confine to my former students who medical doctors to try and be sensitive to students' physical needs.

The other event that stresses me a lot, is my attempt to provide safe learning environment. Many students come from home situations that are unstable and sometimes volatile or from crime ridden neighbourhoods. Here I make the feel secure in school by having an adopted cope and making sure there is enough interaction between them all. Very recently temper flare-ups in the adjacent coloured township and verbal abuse seriously affect big girl. So girls from abusive homes are already fearful and usually drop from school. Therefore my role as a leader is to change and try to make every effort to promote mutual respect and acceptance with neighbouring schools. I strongly believe that empowering students will eventually change everyone's circumstances and a sense of self-empowerment will prevail. I think that what is distinctive about my role is that I try to adopt a holistic approach as the current policies suggest.

R: If I may ask, what kind of suggestion does policy raise?

MR. RAPELANG: It is usually advisable on teachers to tailor learning programmes to fit student's needs, interests and their career. It suggests that students have a choice and options and so they must be sensible and provide input about what they are to learn. Here teachers need to adopt a personalized approach to teaching to make students feel that their rights are honoured. I think that most of what I have said comes from the country's constitution. Other policies suggest that I change management to participatory management to allow many stakeholders to get involved in making curriculum regular and fully of opportunities. So I am aware of the educational law policy, which defines the roles of the teacher as a facilitator, mediator, learner, researcher and leader. In a way, these policies suggest that I act out all these functions to transform the society. I can tell you that some policies encourage principals to do their best to provide learning experiences that will lead to good habits and attitudes. I want to tell you also of the management policy introduced by Minister Asmal, this policy's intention was to correct the basic functionality of the school and to allow principal to move from traditional management to leadership. I don't really read this policy repeatedly like other policies, but it has introduced me to the concept of leadership and explained it as a process of encouraging and influencing all stakeholders to be productive.

R: Okay. Is it all?

MR. RAPELANG: Well, I must say that this policy also advices me to distribute leadership and this distribution is done without explaining to stakeholders that they distributed to various leadership position at different levels of the school. This is a long-term endeavour by the principal and only the

principal know that this leadership cultivates a sense of appreciation for quality teaching and learning and its conservation.

R: Thank you very much for this interview.

INTERVIEW WITH MRS. MORWESI

In a monthly meeting with the circuit officer, He requested Mrs. Morwesi to describe to principals how she managed her school for more than 18 years. After the meeting I approached her to ask if I could interview her. On arrival I saw six parents sitting in small groups of two. As I moved closer I realized that these parents were there to guard the school from closing down. I also noticed that there were fewer girls than boys in the school surrounding, and as I got near the classrooms I could see a lot of classrooms were empty. Only four classrooms next to the principal's office were occupied. An atmosphere of total despair by all seemed to prevail.

The school itself was well maintained but the North West provincial education department took a decision to do away with Secondary Schools, to be in line with the national curriculum policy change. The policy caters for primary and secondary schools. There was an eagerness to know the fate of the school, to close as a result of few students in take or become a secondary or close completely.

R: It is clear at first glance that the principal plays an extremely responsible role in transforming schools. You give direction and meaning to school events. Now tell me, are there any particular tasks or what do you do as being distinctive roles?

MRS MORWESI: Sir I must tell you that transforming a school is not easy. I am constantly faced by conflict of interest, which need to be managed and controlled. At the same time there is the undeniable fact of showing teachers important policy aspects and principals when the teachers consider developing learning programmes. There is a great deal that I should do in confronting the internal settings of the school by undertaking formal assessments and adjustments. You know I must ask what content is to be used and find out if teachers' decision to use particular teaching method is relevant. This behavior is part of being responsible and changing the sets of circumstances from the class to home. The essential issues before me, therefore, are the question of captivating teachers to be able to use the principle integration and progression.

You asked me if there are any particular tasks, yes, there is no doubt that I try to make teachers re-dedicate themselves anew to improved understanding what special resources are to be used and

planning what to be done with learners to be aligned to school reform or improvement. These roles are distinctive and represent quality and effective changes of my efforts at reforming the school. I must tell you that local needs vary and particular circumstances of the school and class learners' needs are identified at the beginning of the year and students who are in distress are identified on Mondays and Fridays.

R: Okay. Currently district authorities are convinced that there are specific approaches that there is not a specific approach that is best for leading the staff. Please tell me, how do you improve learning?

MRS MORWESI: I think that I tell my teachers to use direct teaching keeping in my varied learning styles. Here teachers are able to produce self-directed learning activities which assist learners to respond to teachers' priorities and goals. I think that this kind of supervision of effort teachers and learners to reflect on work to repeated or expanded.

I think that improving learning means leading the staff to essential learning components that must be developed to ensure greater student achievement. When I consider the capacity that teachers have to control learning programs, I am more and more convinced that learning improves to satisfactory standards. I take active interest in the coordinating learning by making sure that all teachers have a plan of assessment, lesson plans, assessment tasks and that written work is done enough to give learners and teachers the opportunity to reflect on their work. Somehow I am preparing learners for the changing school life. So learners need to be adaptable and they must anticipate, asses, and resolve the problems and explore options available to them.

R: So how do you understand your role? I mean, what the particular role of the principal is like?

MRS MORWESI: Well, to tell the truth, it's stressful and less unique. I think that I am chosen by certain tasks, functions, responsibilities to competent, sometimes to be unsuccessful. My experience assists me to get along as an involved citizen who takes part to contribute time, inspiration and talents to improve the local and school community environments. But most importantly I have the staff in curriculum reform by empowering them with roles that encourage them to expand learners opportunities, so students can become contributors throughout their life. My role is to inculcate the curriculum structures within the different stakeholders in the school and to explain assessment techniques. I believe I have tried to sketch for you how the role of a principal is like. In few words, it is orientated to inclusionary success for everyone in the school community.

R: What do you mean?

MRS MORWESI: I mean the scopes of my roles ranges from relatively small activities, such as explaining the school vision, to large coordinating of programmes and using empowerment orientated approach to leading curriculum reform. So I am therefore Flexible and collaborative supervisor. Anyone reform proposals can be incorporated within our daily routine. I think the ten fundamental constitutional values define my roles.

R: Can you tell the kind of problems, if any, you face from the school community? Are there any difficulties in forcing a commitment to lifelong learning and development?

MRS MORWESI: Since I became a strong principal I have faced complex difficulties which range from encouraging teachers to be ethical in development of appropriate of learning materials, to trying to playing an increasingly important role making sure that all spheres of life doesn't remain uninfluenced. So I think that the major problem is by giving major students the opportunity to be involved in the upliftment programmes such as foundation for learning, forcing gardening ideas where students parents and all stakeholders can acquire a first hand knowledge of up-rooting poverty through life-plan learning. These are the kind of problems I'm facing, here I think that students here but don't consciously comprehend the practical implications of upliftment projects. Information is not converted alive in the eyes of the students. There is ignorance among parents and students about poverty striking homes and this is because as long as the individual at home does not experience food shortage on daily basis, they do see themselves as contributors to poverty solutions. Other serious problems facing me are about implementing the new curriculum. I need to become a facilitator and this does not always work for a group of teachers. Most teachers stick to their own belief that traditional approaches in developing or designing curriculum is the best and I have to show that, yes it is working, but I need to inspire teachers to many teaching approaches and learning approaches to bring about learner achievement. In this way I had to become a learner to acquire and extend my knowledge base and skills to enhance the wide facilitation methods which lead themselves to implementation of new curriculum. So my most immediate problem is to problem is to deal with teachers belief about their teaching and their beliefs about students learning styles. As a facilitator I need to take in conscious of the fact that learning strategies require full participation so that everyone can experiment with all learning styles, before teachers agree to move on from transmission-type methodologies. You know, I think that to get everyone hands-on, is difficult though practicing skills and modeling behaviors which I can use in everyday life must be put to effective use piece-meal. The new curriculum has introduced flexibility on the side of teachers to first brainstorm content material they would like their students to cover,

so that they are in-line with student's interests. Teachers mistook the interests of the learners to ignoring of time and space. The brainstorming becomes endless and misdirected.

R: Oh, okay what do you mean by "need to react"?

MRS MORWESI: I mean to make the school safe to learn and teach in. Here I must ensure that everyone is involved in social responsibility and to clarify any problems that can possibly hinder curriculum implementation, using facilitation to shape social bonds within the school. But I know that the district usually ignore that students succeed but not necessarily at the same time. However I must ensure that all activities which allow students to progress are acquired so as to improve learning standards. I think that in most cases I am led down by the students' inability to complete tasks and lack of clear public goals. I am finding it more and more difficult to review the day to day operations and providing feedback immediately, because of agreed upon review plan schedule. This must be done in the staff meeting after every three months. The policy on the other hand requires me to visit teachers in classrooms teaching to understand how they feel about curriculum change and to see or observe the reasons for them dragging implementation of the curriculum. You know, when I started to implement the new curriculum, the major changes that afforded me to be unsuccessful, I neglected to review teachers preparation of lesson, teacher's use of teaching media and the appearance of the classroom, that is, teaching corners where not properly labeled, shelves labeled properly and if students written work was done regular. And all these problems manifest themselves into real stress for me.

R: Okay, I see, do you have anything to add, what are the challenges that are presently facing you?

MRS MORWESI: I think that teachers need to realize that the principal is no longer just giving general rules and guidelines and leaves the individual teacher to get on with things. This expectation has to change because where there is laziness; it is the position of the principal that is at stake. And it becomes a real challenge to encourage teamwork and to show that the principal leads by participation. Here the principal focuses on individual involvement and in motivating individuals teach to be always effective in everything they do. The other challenge that is facing me squarely is that I need to well-inform on both the district personnel and the circumstances.

R: If I may interrupt you, what do you mean by being informed on the district personnel and circumstances?

MRS MORWESI: I mean that I engage in many activities that require different leadership in the district for me to be successful. So the personnel in the district must view all my activities as value associated with work that gives them a feeling of accomplishment in doing a job well. My most

stressful challenge is that they are losing or not recording achievement reports. It is therefore very important to be able to select appropriate district personnel to work with and to work with different situations. For example, I submit at the end of the year work schedules and then this get lost within the offices of district personnel, I re-submit and the same mistakes happen again and again. For the most challenges involved in the leadership role of the principal are not based on mastering all systems, but on emotion and personally knowing the people you are working with in the district. These people can help you succeed or fail.

I think that the most competent principal is the one who is familiar with various district offices and their responsibilities. To be able to anticipate the challenges that they can pose to your leadership.

R: Okay, how has the staff responded to regional priorities?

MRS MORWESI: I think that they have increased productivity and getting more tasks done and they have made preparations for their classes to be used as abet-centre. Every teacher had a responsibility for various duties such as making sure that those grandparents are legible to get pension and that they have identity documents and as guardians they are exempted from school fees. I am confident that teachers are achieving and responding to regional priorities slowly but surely. Every teacher is engaging in teaching, reading, speaking and writing and these are the most outstanding priorities of the region at the moment.

One of the most serious challenges is convincing the school community to accept different learning area's results as concepts, skills, knowledge and attitudes to make change happen at school level. I think that in way problems such as absenteeism, in subordination and gossiping can be seldom experienced in my school, that teachers can concentrate on increasing their concepts of education, skills, knowledge and improve their attitude towards things, tasks and people. You know, at the moment I am aligning curriculum leadership to improve service delivery and the performance of learners across all learning areas.

R: Okay, do you have events that impact your role as a principal?

MRS MORWESI: I think that the school reporting system is one such event. There are many stakeholders and the school has been successful in enabling and encouraging them to express their views about the performance and operation of the school. Also process has been established to enable parents to be involved on decision making about issues but a school community focus is not a well-developed aspect of school life, because students are still abused by community members.

I think I do everything to keep as a priority the morale of teachers very high, But the idea of parents as partners in the learning process is also creating an anti-climax. Some parents read too much into their rights, claiming that teachers are still using force to discipline students in their classrooms. This action places new demands on the principal's role. I think I need to re-focus and develop a sense of being more proactive I monitoring the student's well-being and staff. I nearly forgot to mention the government and unions events in determining the amount of increase in salary that teachers need to receive, causes confusion and a sense of dis-empowerment within the schools.

INTERVIEW WITH THE PRINCIPAL OF MODIRI PRIMARY SCHOOL.

Modiri primary is in the heart of the township of Mafikeng. To get to the school one has to travel ten to fifteen minutes from town, you pass the shopping centre called Megacity into the township unit seven and Modiri is in unit eight. The school is extended by three mobile classrooms. I asked the principal why they had extended with the mobile classrooms. The principal explained that the neighbouring primary school which is a half kilometer away from his school was formally run by ministers' wives and admitted top official children and heavily supported by the government state of Bophuthatswana. When ordinary children from the nearby rural area applied for admission, the principal simply spoke to the husband who was the Minister of Education by then to build Modiri to keep her school exclusive for officials children school. Modiri is still serving some of the children who cannot be admitted in the neighbouring school and children from the nearby rural village.

R: Can you tell me, how do you reform your school?

MR. LEBOGANG: I think that the school has a vision to follow and not to change things for the sake of changing. Planning all school activities around the mission and vision. This way all teachers are motivated and the principal leads the reform in the school.

R: What are your roles like?

MR. LEBOGANG: I think that I see most of my roles as processes rather than products. I have executive authority on the general performance and effective teaching of my school. With practical skills, sound professional attitudes I make sure that pupils and educators adapt to the situation of the school. Much of their learning content must contain themes on rural development. There is a pressing need for me to provide primary education to these kids as an instrument to promote unity and stability with our villages. I think my role is to provide skills for individual pupils and in turn their parents can assist me to raise primary education to higher level with technological skills. My wish is

to equip parents with knowledge so that they can feel responsible for the provision of facilities or be seen to be contributing in no small way to the provision of schools and facilities.

R: Okay. Tell me, are there any particular things that you do as being distinctive roles.

MR. LEBOGANG: Yes, I think that making the school curriculum is relevant to the demands of revised national statement policy is one distinctive role. Inspiring educators to be energetic, active and honest in the most visible and distinctive role that is currently applied by principal to motivate them. It is important to allow educators to be outspoken, very cooperative and always happy in this way their involvement in the community becomes that of supervising rather than executive authority. It is my sole responsibility to make sure that the scheme of work of educators is up to date, that lessons are well prepared on daily basis and that relevant teaching media is used for a particular grade and subject. I also reform the school by delegating work to be done to different communities within the school and these committees are successful in their task then I know that innovative ideas have been produced on various aspects of my school activities such as pastoral care, fund-raising and parent's meeting. I definitely improve learning, controlling it by following school improvement plan. One way of leading the staff to maximize the effectiveness of their teaching is to supervise how educators daily lesson are preparing learners for the changing school life.

R: Okay. Now, can you tell me what defines your role in curriculum reform?

MR. LEBOGANG: I think that responding to various requirements. I will mention a few:

Ah ... an understanding of learning theories.

Ah ... willingness to spend time supporting every period, lesson with learner supports material.

Ah ... professional and personal respect for educators independent decision making within the classroom.

Ah ... willingness to share explosive knowledge.

Ah ... ability to asses a complex situation from many points of view.

I think that I imagine popular demands also pushes me to do a lot of re-examine my practices and beliefs.

R: Now can you tell me, how have there been any challenges you have faced?

MR. LEBOGANG: Yes, I think moving away from traditional management roles such as being a liaison officer, a group leader, a spokesman and an uprising officer. I think the expectation of the

school community to continue representing the old-fashion roles creates a challenge for me as some of these have been taken by different stakeholders involved in the school. There are members of the police, health social workers and public works and in each community there is a leader. In this community my role is to inspire and to be a motivator and this becomes a real challenge for outsiders to comprehend.

I think that the primary principal challenge is to attempt to challenge a healthy, co-operative learning environment at home, in the community and at school. This is very difficult to deal with and takes years to accomplish. I know that adjusting to new environment created by policy intention is a challenge. I must tell you that the principal is expected to run all systems, but the challenge is that everyone in the school community understands his main task of coordinating learning programmes and so frustration and feeling of isolation crop up now and then. This is also a challenge as it may lead to stressful situation. I think that you need to know that values developed in apartheid have a negative influence on the parents' education of their little ones and the primary school finds it a challenge to undo this parental contribution. But I must take this opportunity to re-learn and become mature and emotionally healthy. Another challenge is that I unconsciously force educators to do things outside their job description. For example, one learner had chronic illness and she was hospitalized for six months and because she was a bright pupil I made educators to continue to make lessons and tasks for this girl. After a year or so this child passed away. There is a need for teachers to understand that I acted in belief that I was doing good. Other issues that I take as challenges facing me are:

- Re-evaluate having mid-term breaks during long terms.
- Re-think how to deal with overcrowding as teachers are beginning to be extended to hospitals and prisons.
- Increasing stakeholder's role in hospitals and prisons.
- A more open attitude on the part of teachers towards those pupils who are orphans and need to be developed. As no one will assist these kids with homework.
- There will never be clear guidelines on most areas of school life because of rapidly changing environment.
- A regular identification of pupils in distress needs to be carried out continuously to make a grievance procedure safe and just.

R: Okay. Tell me about events that impact your role as a leader in curriculum reform? In what key ways do these events hinder flexibility or enforce rigidity?

MR. LEBOGANG: I have got few events that have grabbed my attention in a unique magnetism that is worth mentioning. I think curriculum statements and enrichment programmes count as events that have either hinder flexibility or enforced rigidity. For example, we asked to go back to basics by implementing a reading programme called foundation for learning. And here as a principal I am forced to ask an educator how she/he is approaching teaching task. But I must quickly give guidelines like; involve pupils in the lesson through group discussions. Try to get them to solve problems, create a friendly environment in the classroom and have daily questions and answers. Motivate pupils by persuasion, and explore the role they can play if they are to replace old postmaster, shopkeeper and taxi owner. I consciously know that this will hinder flexibility on the part of teacher as appraisal will be based on the guidelines discussed with him or her.

Educators have no choice but to follow procedure lay down by timetabling and scheduling of enrichment projects. Yes, of course, there is a pleasant atmosphere but educators have a responsibility to model for pupils what they teach. I think another event is enrichment of quality teaching and learning. Here unions pledge their support, policy also pledge their support to fetch pupils who are playing truant. It is these kinds of relationships formed by the school and the larger community that returns rigidity. I think that educators' views of educating in this regard becomes democratic, they work together with stakeholders for the benefit of pupils. In this way the role of the school shift from social and cultural reproduction to a more democratic school practice that promotes cultural renewal. I also think that quality teaching and learning assist in uncovering the hidden realities of teaching and this need to be articulated without much flexibility. Here education must transmit information, integrate it and use it with greater understanding of the results, the country wants it to achieve.

R: Okay, What can you say about the attitudes that impact your role as a leader?

MR. LEBOGANG: Well sir. In the long run there will be a sense of empowerment prevailing in our school. There will be attitudes of self-reflectivity, cultural acceptance and democratic empowerment, and increased school management team sensitivity, so that achievement can play an important role. I think that keeping high operations can foster positive impact on the pupil development. Also this kind of inter-action between educators and pupils build a powerful influence, including positive behaviors such as expecting meaningful learning events every day. Self-affiance is built within pupils and can contribute towards lifelong learning of pupils. Attitudes such as being

well organized, speaking their minds and seeking out ways to develop comes automatically because of self-affiance of pupils.

In general, I think it is these kinds of attitudes, driven by the desire to promote peaceful living that are ensuring good teaching takes place under difficult situations.

INTERVIEW WITH MR. OTSILE - PRINCIPAL OF LETSATSING SECONDARY SCHOOL.

Mr. Otsile is thirty eight years old. We meet in his office during the June holidays.

Mr. Gopane a retired district manager of different educational regions told me about this “effective” school arranged to visit. On arrival I saw students rushing to the tuck-shop.

The school itself is a well built and maintained. Later break I commented to the principal that the school was very clean. “It takes team work to make the school clean”, he replied, “We have to remind our students that we are teaching mathematicians, if people see untidy environment they will think differently about them.” Portraits of scientists are displayed in the principal’s office and several classrooms.

The context of the school Letsatsing secondary school is pure science school. It was opened to boast the female members of students in science. Most Secondary Schools around Mafikeng town sent their bright maths and science student there to develop the love of science in girls. Nearly all of the students are tswana-speaking. The school is a section twenty one school and can afford resources including learning material support. During the June holidays Mafikeng campus university of North West provided enrichment teaching. Innovations have been introduced in the classrooms by Telkom educational foundation in computers.

R: North West province has acute shortage of general science teachers. Now tell me what defines your role as a leader in curriculum reform? How do you lead the work of the whole staff? I would like you to tell me how you manage curriculum to make it align to complete situation and needs of students? Why do parents send their children to this school? Perhaps it’s your way of controlling programmes. How do you describe reform in your school?

MR. OTSILE: The first thing that I think I must say to you Mr. Makgwana is that I was requested to lead this school because its former principal was promoted to circuit manager. So I found all systems running, and I would like to believe that the foundation has already been laid. I think it gave one a sort of sense where I want to lead the school. You know, these systems defined my role for three to four years. I still believe that there are more distinct systems driven by most committed

team members. I think it's my duty to see to it that everyone in y school feels safe and that there is a greater purpose to achieve.

You know here we have a situation where everyone knows that hard work does not kill and everyone is dealing with difficult learning material but also interesting laboratory experience. I think my role is to create a positive environment, where mindset can be changed and the learning of science becomes a culture of outgoing personal development in school.

As far reform is concerned, I think that one has to have some basics of particular methodology, providing curriculum reform frameworks and understanding for participants to manage their own problems or to address them.

I also see my work as “empowering” participants to take control of their own futures, to build enabling environments at school for the provision of quality mathematics and science knowledge. I think I inspire teachers to take charge of the changing process. I tell my people to build leadership capacity from classrooms and I will develop teachers as internal charge agents. This is a very important move as it allows us to respond systematic to change. So I will say to you that my roles are defined also by organizational reality.

I think one other thing is that one must respond to the demands of the province to build a local common resource. The one that will use open door policy and unify people and allow the staff as a whole makes decisions.

R: Can I interrupt you. What do you do if a teacher or student does not pull their weight?

MR. OTSILE: Mr. Makgwana, I take the less strenuous way and call them in and say to them “look, I noticed that you are not functioning the way I would expect from a science teacher or science learner. What is your difficulty? Now this is not judgment day. We will deal with what makes him or her uncomfortable and motivate and outline the vision of the school, especially the mission statement line “planning together in all school activities.” Sir, I hope you are satisfied with my answers

R: You said that in your school your school you ask teachers if they have a problem, having to deal with needs and concerns of others, what is your main problem? When you started implementing the new curriculum, what were the major changes that made you to be successful?

MR. OTSILE: Mr. Makgwana most problems are always major because if you don't solve one it may collapse the whole system. The first thing I did when I implemented the new curriculum, I encouraged my teachers to learn, to take up a focused and advanced or upgraded diploma and this

did empower the school to be successful in other spheres of the school. Many of my teachers started to prepare learners for changing school life. Learners were required to observe and collect information by interviewing and participating in information generating. Without asking the district officials we changed the curriculum by bringing strong English teachers to emphasize teaching of vocabulary and comprehension. These were the main enhances we brought to be successful. As for the difficulties, I can tell you that teachers began to encounter classroom discipline as a result of new tasks and urgent required activities that needed to choose responsibly, and here we picked up ethical problems which showed down progress as far as experiments are concerned.

I guess this is my major problem.

R: So am I hearing you to be saying that there are other problems? And what exactly are these problems?

MR. OTSILE: Absolutely, there are problems such as responding to regional priorities, improving standards and dealing with local priorities not enhanced by the school vision.

R: What do you mean?

MR. OTSILE: I mean to respond to regional expectations that all children must do science subjects.

So I am hasten that I can be able to provide access to all students who must do science but have no interest at all. I am responsible to raise and improve learner achievement or otherwise my head depends on learners achieving great percentages every year or I am out according to the district standards. So we are faced with constant crisis management and lack of clear regional goals. The only way to be successful is to make teachers and students understand that their work is the principal's work.

R: Okay. You did not mention any local problems, are there any?

MR. OTSILE: Look, from time to time local difficulties and challenges crop-up. We try to understand these difficulties. I think that most of them arise from leadership competitions. I think that most teachers who belong to motivated political unions have high expectations to be all promoted or pushed to higher positions without leadership capabilities. This causes district and school leadership intolerance. People think that any leader in the community is or will be unsuccessful and must be moved for no apparent reason. And I will find that there is very little professional ethics within the local leadership. So within the school, one is constantly managing an external uncertainty and at the same time steering new challenges and looking at new ways at old problems. I am lucky because all my teachers belong to a more focused union that is interested in developing

professionalism in the classroom. I think that there are no reasons for teachers as leaders to drag the change.

R: Okay. Have there been any teaching challenges or how do teachers respond to inclusive teaching? Tell me, how you go about changing dysfunctional areas of your school?

MR. OTSILE: Now I think one must be fair to say, yes there are teaching challenges. I would say teaching challenges arise because government's influence on curriculum. The national goals are so general that it seems that teaching anything seem to achieve these national goals. On the other hand I know that learning material serves as a means to goal achievement, and the challenge is how to select learning material that enhance various aspects of reality. For example, textbooks material doesn't any longer introduce questions about theory but practice. I think that the assessment policy assists me to control progression in the entire school. I supervise changes in the environment to influence the way in which teachers prepare learners for life challenges.

R: So, is there anything else you want to add?

MR. OTSILE: Yes, I think that the pressure on schools to manage own resources and daily operation within Constraints of externally determined framework place a challenge before principles. I think that there is a need for government to decentralize accountability to the principal so that these pressures and demands are responded to in a fashion that enables the child to fulfill his or her role and task in the world responsibility. Here in my science school morality and religion are left of account. I think that my real challenge lies in empowering myself to accept the current situation where I'm faced with uncertainty and ambiguity year from year from different stakeholders.

As far as challenges are concerned, I have had policy mandates put aside by the district manager to increase my workload and I understand that clear policies for staff recruitment will never be in the hands of the principal and the principal has a continuous challenge of making sure that the staff is satisfied with their work environment so that they can keep improving their performance.

I think that one of the most common challenge is I am unable to keep up with ever changing processes. I am sure that even if I try to have the right attitude to equip myself for this task I always struggle. A lot of my challenges are people driven from external sphere of school life and I have hard time to clearly define their roles to enable me to co-ordinate some of their reconstruction and development programmes. If I can build much needed confidence I will be able to empower the whole process of curriculum. So the year to year challenge of monitoring policy implementation continuous parallel to monitoring progress of all students in a general way.

R: If I am hearing you well, you are saying that even working your school work is a challenge.

MR. OTSILE: Yes, it is a challenge to keep the school well organized year after year as students behavior is not the same every year. But the community at large wants order and discipline exhibited yearly. In other words there is other expectation that learners and teachers will attend school daily and arrive at school on time. The last challenge is to ensure the success the quality of teaching and learning through new education.

APPENDIX 5: Letter from acknowledge linguist

2013-10-30

Hiermee verklaar ek, Rianca van Deventer (9110040154088), dat ek P.T. Makgwana se proefskrif, School principals in the North West Education Department as curriculum reform leaders: A critical analysis, taalversorg en redigeer het.

A handwritten signature in black ink, appearing to read 'R. Deventer'.