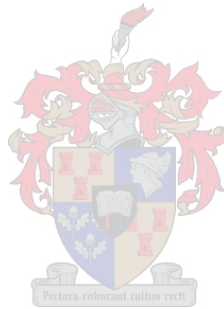


**THE PRINCIPAL AS CURRICULUM LEADER DURING A TIME OF
EDUCATIONAL CHANGE**

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DECLARATION

By submitting this thesis electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the owner of the copyright thereof (unless to the extent explicitly otherwise stated) and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

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SUMMARY

After the election of the new democratic government in April 1994, bold steps were taken to transform the South African education dispensation, seeking for an appropriate approach to address the educational imbalances of the past. The immense disparity in the provision of education for the vast majority of South Africans was the main reason for educational change. Curriculum reform/educational change emerged as the key focus in restructuring the educational system.

A qualitative research design, guided by an interpretive research paradigm, was employed to answer the research question which would be integrated with the aim of the study in a logical way. The aim of the study was to explore how principals experienced their new roles and responsibilities as curriculum leaders and managers in a changing educational system. Data was generated by means of semi-structured questions to provide rich descriptions and explanations of how principals experienced educational change in their particular contexts.

The literature review revealed that during educational change principals are faced with the challenge to create a climate for change through their particular style of leadership and management, acting as key agents for initiating the desired change, or leading the way as agents of change. Principals, as curriculum leaders, have an important role to play in setting the tone to provide direction, executing their roles as both curriculum leaders and managers and building democratic schools. To keep up and cope effectively with the constant and rapid educational change, principals are also urged to demonstrate positive, supporting leadership and professionalism, and to acquire new learning and thinking skills to manage change. Moreover, by developing a better understanding of change, the principal will be able to give effective direction and empower their staff, guiding and supporting them in the process of accepting change.

While leadership skills are essential for providing effective leadership, the leader must also possess a sense of purpose and direction. The challenge is to develop leaders' sensitivity and knowledge so that they will know when to be directive and when to act within a collaborative framework, or to delegate responsibility to others. The research findings indicated that principals do fulfil their new roles and responsibilities as educational leaders during educational change, but the challenge is to identify adequate approaches and to enhance their professional and personal growth and development. The study concludes by pointing out that although principals perform their roles and meet their responsibilities as curriculum leaders, they still require additional support to execute certain aspects of their duties.

OPSOMMING

Ná die verkiesing van die nuwe demokratiese regering in April 1994, is belangrike stappe gedoen om die onderwys in Suid-Afrika te transformeer in die soeke na 'n meer aanvaarbare benadering wat die opvoedkundige wanbalans van die verlede sou aanspreek. Die regstelling van die enorme ongelykheid in onderwysvoorsiening vir die oorgrote meerderheid inwoners van Suid-Afrika was die rasionaal vir hierdie verandering. Kurrikulumtransformasie en onderwysverandering was die sleutel om die onderwysstelsel te transformeer.

'n Kwalitatiewe navorsingsontwerp binne die interpretatiewe navorsingsparadigma is gebruik om die navorsingsvraag te beantwoord. Die studie het ten doel gehad om die nuwe rolle en verantwoordelikhede van skoolhoofde binne die opvoedkundige verandering te ondersoek en vas te stel hoe skoolhoofde dit ervaar. Data is gegenereer deur die gebruik van semi-gestruktureerde vrae aan vier skoolhoofde om hul ervarings en persepsies vanuit hul kontekste te verkry.

Die literatuurstudie het bevind dat die uitdagings vir skoolhoofde gesetel is in die skep van 'n klimaat waarin verandering geïnisieer word deur 'n effektiewe bestuurs- en leierskapstyl te demonstree en as veranderingsagent die leiding te neem. Daarbenewens het skoolhoofde as kurrikulumleiers ook 'n kardinale rol om te vervul deur demokratiese skole daar te stel en suksesvolle kurrikulumimplementering te verseker. Waar skoolhoofde bemagtig word om die konstante, snelle kurrikulumverandering te hanteer, is dit belangrik dat hulle nuwe vaardighede verwerf om dié verandering te bestuur. 'n Goeie begrip van verandering is ook noodsaaklik om doeltreffende leiding en ondersteuning te bied vir die bemagtiging van die personeel. Dit behoort die aanvaarding van die veranderingsproses te bespoedig.

Doelgerigtheid en 'n duidelike besef van watter rigting die skool inslaan, is essensieel om effektiewe leierskap te versterk. Die uitdaging aan leiers is om die sensitiwiteit en kennis te ontwikkel om te kan onderskei tussen die behoefte aan leidinggewing binne 'n samewerkende raamwerk en die noodsaak om verantwoordelikhede aan personeel te delegeer. Uit die resultate is bevind dat skoolhoofde hul rolle en verantwoordelikhede tydens kurrikulumverandering vervul. Nietemin ervaar hulle die behoefte om die geskikte benaderings en professionele kennis deur middel van verdere studie, persoonlike groei en ontwikkeling verder op te skerp. Die studie toon duidelik dat skoolhoofde tydens 'n fase van kurrikulumverandering ook behoefte het aan verdere ondersteuning en opleiding om bepaalde aspekte van hul verantwoordelikhede te kan uitvoer.

DEDICATION

I DEDICATE THIS WORK TO:

My late parents Johannes Jacobus (Johnnie) and Sophia Gertruida (Sophy) Phillips who made a tremendous contribution in my life and had striven for my education.

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CHAPTER ONE

ORIENTATION AND STATEMENT OF THE PROBLEM

1.1 AIM OF THE CHAPTER

In this chapter the context of educational change will be highlighted and the outcomes-based curriculum framework will form the focus area. The new curriculum framework emphasizes new roles and responsibilities for all involved in education, and in particular for principals who play a vital role to ensure the success of the educational change process in schools. Effective leadership in educational change is also discussed. Apart from establishing the problem statement and the aims of the study, the research design and methodology are explored.

1.2 INTRODUCTION TO THE STUDY

The role of the school principal has changed considerably over the last two decades, especially in terms of the stronger emphasis on leadership. During the 1980's principals were specifically encouraged to be instructional leaders with a keen involvement in the direct supervision of the instructional process. Their main task was to ensure that their schools remained focused on effective teaching and learning. This role of a "learning expert" still remains important today.

This study will not endeavour to define extensively the distinction between leadership and management. The main focus is on the leadership aspect of the principal, although the managerial role is narrowly integrated with the notion of leadership.

1.3 Management and leadership skills for managing change

Because the leadership dimension will most probably influence the process of managing the curriculum, the researcher found it important to elaborate on these two roles of the principals. The terms leadership and management are often used interchangeably.

There is an overlap and shared meaning between the concepts of leadership and management. Clarke (2007:1) postulates that leadership is about direction and purpose, while management is about efficiency and effectiveness, deals with areas such as supervising the curriculum, improving instructional programme, working with staff to identify a vision and mission for the school, and building a close relationship with the community. Management is about effective task execution as well as effective people management. Management and leadership are carried out to ensure that educators perform their primary work, namely teaching efficiently. This implies that

the principal has a key function with regard to the curriculum, acting as curriculum leaders. In schools where principals articulate a clear school mission, are a visible presence in classrooms, hold high expectations of educators and learners, spend a major portion of the day working with the staff to improve instruction, are actively involved in diagnosing instructional problems and create a positive school climate, such schools are more effective (Van Deventer & Kruger, 2003).

Educational change continues to be a dominating feature of education, and as a result it is now even more important than before for principals to develop skills that will enable them to manage their responsibilities effectively. The best way to lead and manage change effectively may be to understand as much as possible about the process of change. Change challenges people to become more involved and to assume leadership roles. It brings about the opportunity for personal as well as institutional growth. It calls for acceptance of leadership roles and responsibilities of acquiring and developing management skills, innovative thinking and the development of new skills and behaviours (Fullan,1992;2001)

According to Bennet, Glatter & Levacic (1994:18) “*Knowing where we are going is what makes leaders attractive to followers*”. This requires qualities such as knowledge, creativity, initiative and vision. Effective principals have a vision of their school as an organization, and their role in bringing that vision to fruition is of prime importance. The leader must also be able to translate this vision into a practical action by setting the example. New conditions and expectations in educational change create new challenges and perspectives for the role of the principal. In order to ensure success, it is important to develop the necessary knowledge and skills about democracy in order to manage and lead successfully. Leaders should have the open line of communication, deep listening, respecting others and voicing personal truths. By infusing these practices, the leader will bring out the best in others (Glover, 2007:61).

The fundamental role of leadership is to create an environment where people exercise their freedom of choice to change. It is most likely that the individual’s level of energy and commitment will be directly dependent on his/her understanding and internalisation of the rationale behind and the goals of the renewed curriculum (Calitz, Fuglestad & Lillejord, 2002:31). The implication is that the principal now also has to manage this change.

Surrounded by change, leaders will also have to utilise other skills such as encouraging risk taking, following as well as leading, using information, fostering long-sighted vision, negotiating for win-win outcomes and acquiring resources. Moving away from a hierarchical

approach towards one of empowerment is the task facing educational leaders in South Africa. The ethically driven leader will maintain momentum whatever the difficulties are (Davies & Ellison, 1997:12). The focus will at first be on those who want to join in. The leader should strive to create an atmosphere of trust, in which all in the organization will feel free to argue, propose, question and challenge. Planned change, school improvement, effective schools and staff development all bear the mark of the principal as a central figure for leading and supporting change (Fullan, 1992:82).

Effective leaders need to have a clear conceptualisation of the changing context of education and the changing nature of schools. They also need to have a clear understanding of their own leadership and management skills within that environment. According to Hooper & Potter (in Clarke, 2007:15) the following leadership competencies are considered to be essential components for successful leadership in times of change. Leaders set the direction for the organisation, act as role models, are good communicators, create alignment, bring out the best in people, are proactive and are effective decision makers. Leaders require the skills to be able to influence people and they need to direct the actions through setting goals and creating meanings. Leadership in education is not a one-man task, performed by a principal of a school or a teacher in the classroom. It requires the participation and co-operation of all parties, school authorities on all levels, colleagues, learners, parents and local community (Calitz, Fuglestadt & Lillejord, 2002:12). The development of such climate requires leadership of the highest order, and for the individual a level of self-understanding. Effective principals for transformation must strive to create a school climate that supports high expectations for learning, collegial relationships and commitment to continuous improvement. Morrison (1998:15) argues that *“...part of the successful management of change is to identify participants’ attitudes, values, beliefs and opinions and to ensure that these are fully informed”*.

Educational practitioners and researchers concur that very few principals have undergone training to enable them to cope with their duties. Principals who are experiencing school management and leadership problems are aggravated by the rapid change in education and the promotion of inexperienced teachers to the position of principal. They have to learn as they go along, making many mistakes in the process which led to a situation which is neither productive nor conducive to promoting a positive school culture (Masitsa, 2005:174).

However, Heystek (2007:493) claims that the induction of an Advanced Certificate in Educational Leadership for principals in 2007 is a positive indication to improve quality

education and the development in the training of school leaders. As educational leaders they should be role models in every aspect of their day-to-day interactions and set the example of attending departmental training sessions on curriculum matters.

Principals have to divide their time between issues of curriculum and instruction and a large number of non-educational matters such as labour relations, financial management and empowering governing bodies. The effective execution of all the functions of a principal will undoubtedly ensure the establishment of a positive culture of teaching and learning, and in so doing, contribute to the effectiveness of the school (Kruger, 2003:206).

The rapid change experienced in our country requires leaders to operate within new paradigms of management and leadership. To make a marked contribution to the process of implementing change, the principal needs to adopt a range of different management styles, depending on the situation. The key roles of the principal can be grouped as follows: As an educational leader the principal should strive to create a climate where all the stakeholders can freely participate with enthusiasm, creativity and motivation for innovation, while accepting the challenge of risk-taking. Principals should encourage staff to share their opinions and convince them that a channel of open communications exists. An effort should be made to establish a culture of effective teaching and learning in collaboration with the staff who know that their contributions are valued, and which could serve to increase their self-esteem. Purposeful leadership occurred where the principal understood the needs of the school, led the changes, were involved in curriculum implementation and development, monitored the pupils' progress and motivated and supported teachers. The importance of establishing a sound working relationship among the staff should not be underestimated. Leadership involves the articulation of a vision, communicating it widely and monitoring progress towards its realization (VanDer Westhuizen, 2007; Whitaker, 1993; Davies & Ellison 1997; Fullan, 2001).

The effectiveness of managing the curriculum and facilitating continual relevant school development depends on to what extent principals fulfil their roles as curriculum leaders. As change agents they have to provide leadership in a time of change, especially in the current (2008) South Africa which is characterised by continual curriculum change.

Terry (1999:28-32) believes that present-day principals should be leaders in learning, and not merely leaders of learning. According to Hill (in Botha, 2004:240) the central role of principals over previous decades was limited to the improvement of teaching and learning. Today,

principals are expected to spend more time establishing the appropriate preconditions and interventions aimed at improving teaching and learning. In essence, the principal's role in the new educational dispensation represents a balance between instructional leadership and management.

Instructional leaders, according to Parker and Day (1997; 87), perform the following functions:

- Managing the curriculum and instruction.
- Managing and co-ordinating the curriculum in such a way that teaching can be used optimally.
- Supervising teaching, ensuring that educators receive guidance and support to enable them to teach as effectively as possible.
- Monitoring learning programmes. Monitoring and evaluating the learners' progress

This new agenda does not, however, lead to the de-professionalisation of school leaders, nor is it re-professionalism, because it is not a return to something that prevailed in the past. It is a call to higher level of "learning-focused leadership" than has ever been achieved, according to Johnston (in Botha, 2004:242).

1.3.1 Why the country embarked on educational change

The outcome of the first democratic elections in 1994 ensured that the oppressive and dehumanising policy of apartheid would be replaced with policies that guaranteed the freedom and rights of everyone living under the new liberal democracy. One of the major challenges was to replace the previous educational system with one that would ensure equality of access to teaching for all, promote democracy, to ensure that all citizens would be globally competitive and that the ideal of a good life could be achieved by all citizens. Due to global demands, South Africa has also chosen the transformational outcomes-based paradigm (OBE) to realize the vision of life-long learning for South African students. OBE is central to curriculum renewal from Grade 1 right through to the FET band.

On 24 March 1997, South African education entered a new dispensation with the declaration by the Minister of Education, that a new educational approach based on outcomes would be officially adopted. This would be accompanied by a new revised curriculum which was to be phased in over a number of years. The introduction of Outcomes-based Education (OBE) and Curriculum 2005(C2005), and later the refined National Curriculum Statement (NCS), can truly be hailed as a bold break with South Africa's educational past. These new conditions and expectations in education created new challenges with regard to the roles of school principals.

For effective principals in the new dispensation, the challenge is to lead as a change agent, execute the role of curriculum leader and build democratic schools.

In order to understand and reflect on the change from the past educational approach to the new approach, it is important to provide for a definition of OBE as well as for the characteristics that encompass this new approach, and then to highlight the principles and premises that surround this approach to education.

The present education and training system introduces a life-long system, where quality education is available to everyone regardless of age gender race, colour, religion, ability or language. The aim is to develop learners who would:

1. Have an ever-increasing awareness of South Africa in relation to African communities, achievements and economic, political and educational relationships.
2. Will be equipped with qualities, skills, values and attitudes needed to play a critical and creative role in South Africa and the global context.
3. Be able to make meaningful contributions and become active participants (Department of Education,1997:26-30).

1.3.2 Outcomes-based education and the principal

As an experienced principal since 1994, researcher has been exposed to both the former and the new dispensation. Through direct experience I have thus been exposed to what is now required of a principal regarding roles and responsibilities in the new educational dispensation. New roles and responsibilities have now been outlined for educators and principals. Classroom practice and methodology have changed. The necessary skills and qualities needed to facilitate learning in the OBE schools now also need to be acquired by all educators. Even management styles and management of processes within the school need to be changed. Such changes are essential for the growth and improvement of the institution and for meeting the changing needs and demands of the educational system. Hence it can be assumed that change is crucial for all organizational improvement, allowing for the realization that change is not specific to any individual, but affects all role-players in a particular institution.

The successful implementation of OBE depends on inspiring and energetic leadership and on teachers who are fully aware of what the new system expects of them. It is my contention that the difference between the interpretation of what the new system demands of leaders and teachers and what they are willing to deliver, will eventually determine the successful

implementation of the National Curriculum Statement (NCS). This represents the challenge for leaders in their quest to manage the new curriculum effectively.

This form of educational change has brought about a noticeable shift with regard to the principal's responsibilities for implementing the curriculum. It is evident that the principal has a comprehensive responsibility in this regard. An effective curriculum leader plays a significant role in the transformation and renewal of the curriculum. The principal should take cognisance of the different levels in teaching where transformation could take place and also be aware of the effect it could have on the school. The principal also fulfils vital functions on the various levels of the curriculum, but plays an even more significant role in the area of the school curriculum and teaching and learning (Carl, 2004:46). Although the principal must have clarity about what these functions entail, it will still be very challenging. While requiring special initiatives and innovation, a positive attitude may contribute to progress and success in this field. Fulfilling the responsibilities will make exceptional demands on the principal, which include a thorough knowledge and understanding of the most recent curriculum developments and the implications thereof for the school, as well as insight into and understanding of the macro teaching system and educational policy. It also requires a thorough knowledge of curriculum science, didactic knowledge of skills relating to the implementation of the curriculum and the promotion of increased teacher participation in curriculum development. Terry (1999:28) commented earlier in the same instance “... *principals should be leaders in learning and not merely leaders of learning*”.

1.4 RATIONALE

Initial interest in the research area was driven by the researcher's professional and personal experiences as an educator, and a marked interest in developing enabling school environments. A thorough review of the available literature in this field to ascertain its scope and nature, was a natural next step in preparing for the study. With the shift of the curriculum from content-based to outcomes-based, it also resulted in changes in the role and responsibilities of the principals. Besides being in a managerial position, the principal now has to operate as a curriculum leader. As a consequence the new roles and functions of the principal regarding curriculum responsibilities would form a strong focus of the research. The principal is now required to engage as an instructional leader, to manage, support and guide the implementation of OBE, to be responsible for staff development, and most importantly, to manage the curriculum and ensure involvement in curriculum issues. All of these constitute inroads into a rather new and unfamiliar avenue.

The study also evolved from the researcher's personal experience as a principal. My motivation to embark on this study was to explore how educational change was perceived by principals, and what guidelines and training were needed for effective curriculum management. A sound knowledge of the curriculum is of paramount importance and the study seeks to establish whether principals are fully informed and adequately trained to execute their roles and responsibilities related to the changed curriculum. The research would also explore what principals needed for making a paradigm shift, breaking down the resistance to change and enabling them to manage curriculum delivery effectively.

1.5 RESEARCH PROBLEM

The purpose of the proposed study was to explore how principals experienced the educational change and its impact on their leadership roles, with reference to both their curriculum functions and their general responsibilities as school leaders.

1.6 RESEARCH QUESTIONS

1.6.1 Primary research question

How do principals experience their new roles and responsibilities as curriculum leaders and managers in a changing educational system?

1.6.2 Secondary research questions

In order to fully explore the primary research question, the following secondary questions need to be addressed.

- What are the nature and extent of the curriculum roles and responsibilities of the principal as curriculum leader?
- How do educational leaders feel about operating in schools undergoing transformation, and how do they manage their new curriculum responsibilities in implementing the new curriculum?
- What is expected of principals in terms of managing curriculum change; what are their different levels of curriculum involvement and to what extent are principals able to meet these demands?
- What guidelines/tools do principals need for managing the curriculum effectively?

1.7 LITERATURE REVIEW

The preliminary literature review helps the researcher to demarcate the field of study by showing how other scholars have approached the object of study (Mouton: 2001:51). This

research was not intended to exist in isolation, but would aim to build on what has been done previously.

In introducing the change-over to the new curriculum, the leadership role to be played by the principal is of marked importance. Establishing a climate conducive to change is a primary responsibility of the principal. The Western Cape Education Department (1997) lists the management tasks related to change as follows:

1. To initiate change and steer the change;
2. To involve staff members in the change process;
3. Be positive about educational change;
4. To develop plans for the implementation of change;
5. Convey relevant information regarding OBE to the staff;
6. To create possibilities for whole school development to allow educators to be able to make a cross-over from the traditional school to an OBE system;
7. Create structures to form learning area groups;
8. Encourage and support educators and learners;
9. Create a safe environment free from rivalry, criticism and fear of making mistakes;
10. To evaluate the effectiveness of the change;
11. To ensure that resources and necessary skills are available to drive the change process by exploiting sources within the community in order to increase the learners' success.

These guidelines suggest that the principal is to lead the curriculum change process. He/she is expected to take on the responsibility to initiate the said process, lead and guide this process in the school, support and assist colleagues in the change-over to the new curriculum, and monitor and evaluate the progress made in his/her school. The interview schedule in chapter 4 seeks to investigate what is expected of principals in managing the curriculum, what the curriculum responsibilities of the principal in the OBE schools entail, and to what extent principals are able to meet these demands. In order to explore the new roles of principals, it is necessary to illuminate the meaning of change.

The world has always been changing. What is change? According to Morrison (1998:13) change can be regarded as a dynamic and continuous process of development and growth that involves a reorganisation in response to needs identified. Change is a phenomenon that affects all aspects of a person's life, bringing about alterations in both personal and employment spheres. In the context of educational management, change means, for instance, that school

principals are exposed to new controls and regulations, growth, increasing competition, technological developments and changes in the workforce. Furthermore, changes in legislation, the availability of resources, market demands and social priorities often force principals to redesign the organisation's structure and procedures, redefine priorities and redeploy resources according to Beckhard & Harris (in Van der Westhuizen, 2007:183).

Change is only one of the forces competing for the principal's attention and usually not the most compelling one. One of the most revealing and frustrating indicators of the difficulties in educational change is the participant's frequent experience of having their intentions not only misunderstood, but interpreted exactly opposite of what they meant. Research has shown that principals are key agents in bringing about change in schools (Bradshaw & Buckner, 1994:78). To bring about change, requires effective leadership and management (Mosoge & Van der Westhuizen, 1998:78).

School principals have an active role to play in initiating change and in defusing resistance. Assessing the potential for change within the school, he or she has to bring about a realignment of the forces of change so that progress is made in the direction of the desired change (Van der Westhuizen, 2007:189).

In South Africa, education is a field where a significant share of transformation has occurred since the first democratic elections in 1994. The educational changes that took place, emphasize new roles and responsibilities for principals who play a vital role in steering the curriculum change with regard to successful curriculum management in their respective schools. Against this background of both transformation in education and curriculum renewal, the principal is regarded as the curriculum leader and agent who should take co-responsibility for managing the change. Botha (2004:239) also claims: "*A professional school principal is the educational leader and manager of the school and therefore responsible for the work performance of all the people in the school*".

The South African education system has undergone fundamental changes over the past two decades. *The curriculum is at the heart of the education and training system. In the past the curriculum has perpetuated race, gender and ethic divisions and has emphasized separateness, rather than a common citizenship and nationhood. It is imperative that the curriculum be restructured to reflect the values and principles of our new democratic society* (Department of Education, 1997a:1).

The life-long learning through a National Curriculum Framework document, which is informed by the principles derived from the White Paper on Education and Training, emphasizes the need for major changes in education and training in South Africa in order to normalize and transform teaching and learning.

The above-mentioned extracts give some ideas of the importance of curriculum change at this juncture. The document reflects that the curriculum of this country needs to move beyond the legacy of apartheid and the challenge is to structure a curriculum that will provide the basis for attaining the values, skills and knowledge for learners to compete in a global world.

Phenomena like rapid change, interconnected world and a world dominated by information and communications have implications for society and education (Department of Education.1997b:10). These factors have the following implications.

- Rapid change: This means the school cannot simply teach what is written in textbooks, as this may be outdated by the time learners leave school.
- The information age: Huge amounts of information are being produced and become available on communication networks; learners need to access this information, judge its worth and should be enabled to use it in life and work situations.
- Global interconnectedness; problems cannot be addressed in isolation.

Principals are vital to the success of the curriculum paradigm shift. For the implementation of change to be effective, management and support of the curriculum process become crucial elements. The management of the curriculum is a task with a defined structure which identifies the curriculum role and responsibilities of the principal (Bell, 1996:67). Writers in the literature on change refer to the school principal as a change agent who has to accept the entire responsibility for managing change in a school. These expectations place pressure on the principal to manage change and to accept their responsibilities (Van der Westhuizen, 2007:198).

A study of the literature reveals that principals take on different roles, e.g. being a visible presence as they model behaviour consistent with the school's vision, live and breathe their beliefs in education, organize resources to accomplish school goals, informally drop in on classrooms and make staff development a priority. A participatory management style is also important, because although the principal is the initiator and guide of the educational change process, the entire school shares the responsibility of taking ownership in the process of change.

In short, the principal's role has become decidedly more daunting, more complex and more meaningful for those who learn to lead change and are supported in that role (Fullan, 2001:150).

1.8 RESEARCH PARADIGM /PARADIGMATIC PERSPECTIVE

Mertens (1998:6) refers to the research paradigm as a way of looking at the world. He also identifies the following types of research paradigms: positivist, interpretive and emancipatory. Each of these paradigms intends to answer three fundamental questions, namely: what is the nature of reality and what is there to know about it (ontological), what is the nature of knowledge and the relation between the researcher and the participants (epistemological) and how can the researcher obtain the desired knowledge and understanding (methodological).

According to Mertens (1998:11-15) interpretive research assumes that reality is socially constructed and that there are multiple realities. Secondly, the researcher and the participants are interlocked in an interactive process, prescribing a more personal interaction mode of data collection. Given the interpretive paradigm's assumptions about the social construction of reality, it is argued that the research can only be conducted through interaction between the researcher and the participants. For Durrheim (1999:36), paradigms act as perspectives that provide a rationale for research, committing the researcher to particular methods of data collection, observation and interpretations.

Neuman (2006:88) states that for interpretive researchers, the goal of social research is to develop an understanding of social life and discover how people, and in this case school principals, construct meaning in their natural settings. Interpretive social science is concerned with how people interact and associate with each other. In general, the interpretive approach is the systematic analysis of socially meaningful action through the direct and detailed observation of people in natural settings, in order to arrive at understandings and interpretations of how people create and maintain their social world.

In the context of what Neuman says, my understanding is that the interpretive paradigm has created an opportunity for this study to produce a subjective interpretation of how principals experience their emerging roles as curriculum managers in a changing educational system. The proposed study would be conducted from an interpretive paradigm, allowing the researcher to interact closely with the participants in an attempt to gain insight and form a clear understanding of what school principals experience during educational change. This would

relate to what form of support, tools and guidance they regarded as most appropriate and important to fulfil their roles as curriculum managers.

The study would attempt to make sense of the participants' life-worlds by interacting with them, appreciating and clarifying the meanings they ascribe to their experience. Qualitative methods such as interviews for data generation are predominant in this paradigm.

1.9 RESEARCH DESIGN

Mouton (2001:55) proposes that once the research question has been formulated, the next step is to select an appropriate research design. What kind of study is envisaged? What kind of study will best answer the question which has been formulated? Since it would be difficult to separate the phenomenon under study from the context of the specific school, a qualitative case study within the interpretive paradigm was chosen as a research design. The research question addresses a problem in World 1: for a "real life" problem to be resolved or illuminated, the data about World 1 would need to be collected.

Qualitative researchers always attempt to study human action from the insider's perspective. The goal of research is defined as describing and understanding (Verstehen) rather than the explanation and prediction of human behaviour. The emphasis is on methods of observation and analysis that 'stay close' to the research subject (Babbie & Mouton, 2006:53).

Given the aim of the study, a qualitative case study within the interpretive paradigm was chosen as a research design. Merriam (1998:5) claims that "*qualitative research is an umbrella concept covering several forms of inquiry that helps us understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible*". Merriam (1998:5) observes that qualitative research wants to explain and understand social phenomena within its natural setting. The research focuses on the meaning people have constructed about their world and the researcher is the primary instrument for data generation and analysis. Qualitative research usually involves fieldwork and the researcher must physically go to the people or site to observe the behaviour or interview the samples. The product of qualitative research is richly descriptive and words are used to convey the research findings. Qualitative research primarily employs an inductive research strategy. The researcher builds abstractions, concepts or theory rather than testing existing theory (Merriam, 1998:6-8).

1.10 CHOICE OF RESEARCH METHODOLOGY

1.10.1 Case study

Babbie & Mouton (2006: 81) suggest that the defining feature of the case study is its emphasis on the individual. It is the intensive investigation of a single unit. Most case studies involve the examination of multiple variables. The interaction of the unit of study with its context forms a significant part of the investigation. Merriman (1998:27) points out that there are various definitions of what constitutes a case study. She goes on to say that some researchers focus on the process of the research, some on the unit of analysis and others on the end product. She also explains that the case study is defined by the interest in the individual case and not by the methodologies of inquiry. The earlier view of Neuman (1997:278) tends to support this claim and suggests that the case study focuses on what can be learned exclusively from the individual case, and is perhaps more interested in the unit of analysis as a point of focus.

Adelman, Jenkins & Kemmis (1996:2) concur that case study methodology is eclectic. However, they claim that some techniques of data production are commonly used. These include among others: interviews, field notes and discussing the accuracy of what is recorded with those in question. My selection of data generation techniques took this into consideration.

I chose to do case studies, as I regarded research that analyses personal, individual experiences in the field of education as a vital way of learning about the needs of those in the field. Adelman et al. (1996:8) emphasize the number of possible advantages of case study research.

They suggest that these advantages make the case study an attractive qualitative research design for educational researchers. These include:

1. Case study data is 'strong in reality', because case studies are down to earth and attention-catching. This means they are in keeping with the reader's own experiences and allow the reader to employ ordinary processes of judgement for understanding the case.
2. Case studies recognise the role of 'social truths'. Thus individual interpretations are offered supported by case studies.
3. Case studies provide a wealth of descriptive material, which may be open to reinterpretation. Thus a data source is provided for other researchers whose purposes may be different.

4. Case studies present research in a more accessible form than many other forms of research. The language and presentation are accessible to multiple audiences, as less specialised interpretation is needed.
5. Case studies also allow the reader to judge the implications of the study for him/her.

Merriam (1998:19) defines case studies as intensive descriptions and analyses of a single unit or a bounded system, such as an individual, a program, event, group intervention or community. Case study design is usually employed to gain an in-depth understanding of a situation and the meaning for those involved.

1.11 THE CONTEXT OF THE STUDY

Babbie & Mouton (2001:282) point out that in order for researchers to interpret case studies, the context needs to be well understood. According to Alderman et al. (1996:4) the cases are embedded in their context and therefore context does have a role to play – however small. For this reason, details of the context are relevant.

The phenomenon under study was principals selected by purposive sampling of schools in a rural area within the proximity of the Western Cape Education Department. Since it would be difficult to separate the phenomenon under study from the context of the specific school, a qualitative case study within the interpretive paradigm was chosen as research design.

1.12 SAMPLING

The most appropriate sampling strategy is non-probabilistic – the most common form of which is called purposive according to Chein (1981), or purposeful according to Paton (1990) in Merriman (1998: 61). Purposeful sampling is based on the assumption that the researcher wants to discover, understand, and gain insight and must therefore select a sample from which the most can be learned (Merriman, 1998:61).

Purposive sampling was used to select participants for the study. According to Neuman (2006:222) it is a valuable kind of sampling for special situations that is used in exploratory or field research. The researcher selects cases with a specific purpose in mind. According to Babbie and Mouton (1998:288) sampling in qualitative studies is always purposeful and directed at certain inclusive criteria, rather than at random. Qualitative research focuses less on a sample's representative character than on how the sample or small collection of cases, units or activities illuminates social life. The primary purpose of sampling is to collect specific cases,

events or actions that can clarify and deepen understanding. Qualitative researchers' concern is to find cases that will enhance what the researchers learn about the processes of social life in a specific context. (Neuman, 2006:219)

Neuman (1997:206) is of the opinion that purposeful sampling is appropriate if the researcher wants to develop a deeper understanding of certain phenomena. The sample of this study consisted of five principals from a rural area in the Western Cape who were representative of the three post-apartheid Education Departments. Four of the principals were from previously disadvantaged schools. Participation in the research would be voluntary and the following criteria were used to select the volunteer group for the study, so that it would include principals from ex-model C schools, former House of Representative schools and schools of the former Department of Education and Training:

- 1) Female and male principals of primary and intermediate schools.
- 2) Well-resourced schools and
- 3) Schools from previously disadvantaged areas.

Given the historical marginalisation of women in South African schools in favour of male teachers, there could be gender difference in the principals' experience. Participation in the research project would be voluntary. A letter was dispatched to the WCED and the EMDC, Circuit manager and to the principals explaining the background of the research project, as well as the criteria for sample selection, to obtain consent.

1.13 DATA GENERATION STRATEGIES

According to Babbie and Mouton (1998:282) the use of multiple sources of data is of importance in case studies. The use of the following data collection techniques may be anticipated at this stage.

1.13.1 Semi-structured interviews

Semi-structured interviews would be conducted with the participants who were part of the sample. The purpose of the sample would be to afford participants with the opportunity to relate their experiences as educational leaders in a changing South Africa, in order to establish the impact of curriculum change on their educational roles.

1.13.2 Field notes

Field notes are a description of what has been observed, and contain everything the observer believes is worth noting, According to Merriam (1998:92-95) field notes are descriptions of the

content and interactions that took place. It also contains the content of what people have said and the researcher's own feelings, reactions and reflections about the significance of what the researcher has observed.

1.14 DATA ANALYSIS

Merriam (1992:127) refers to data analysis as the process of making sense of the data. In qualitative research, data generation and analysis constitute a simultaneous and ongoing process. The initial step in the analysis of qualitative data is the immersion of the researcher in the data in order to become familiar with the information.

Miles and Huberman (1994:11) suggest that following from data generation, the analysis consists of three activities, namely data reduction, data display and verification. The process of analysis begins with generating data from the interviews, which involves the recording and transcription of all the interviews. In this case the researcher conducted the content analysis by grouping the data according to categories, from which themes could be identified. Merriam (1992:124) is of the opinion that ongoing analysis assists the researcher to collect data that is focused and illuminating.

The process of data analysis would be continued during and after data generation, and during the transcription of the data. Notes would be made of the researcher's reflections during the process. My data analysis process would proceed as follows: data generation through individual interviews, followed by data reduction through a transcription of the interviews, adding and collating findings according to categories and themes, and lastly a verification of the data and the process of drawing conclusions.

1.15 VALIDITY AND RELIABILITY

The production of valid and reliable knowledge in an ethical manner is at the heart of all research (Merriam, 1992:163). Multiple methods to confirm the emerging findings can be used (Merriam, 1992:169).

1.15.1 Methodological triangulation

Multiple methods, namely semi-structured interviews and face validity would be used to collect the data for the research project.

1.15.2 Member checks

The data and interpretations were returned to the participants for their verification to confirm that the understanding, interpretations and results were plausible.

1.16 ETHICAL CONSIDERATIONS

Ethical considerations, in any research study, should be a fundamental part of the entire process. Qualitative methods promote a high degree of trust between the researcher and the participants. It therefore places a special responsibility on the researcher not to abuse the trusting relationship, according to Finch (in Mason 1996:159). The following methods were used to ensure ethical conduct during the research process.

1.16.1 Informed consent and voluntary participation:

Permission to conduct the research was obtained from the Western Cape Education Department.

1.16.2 Confidentiality and anonymity

Participants were assured that neither their names nor the schools would be mentioned in the documentation of the data. They needed to be assured that their privacy and sensitivity would be protected. Recorded sessions and semi-structured interviews were destroyed on completion of the research.

1.16.3 Possible contributions of the study

This study may contribute towards identifying the needs of support mechanisms for principals whenever changes in education occur. It is envisaged that the outcomes of the research will lead to a clearer understanding of the roles and responsibilities with regard to curriculum management and leadership, as well as to school principals' personal and professional development.

1.17 CHAPTER DEMARCATION

The following is an outline of the research report.

Chapter one: Introduction

Chapter 1 provides a general overview to the study, including an introduction and rationale for the study. This chapter also contains the research problem, research questions and the aim of the research.

Chapter two: Literature framework:

This chapter outlines the conceptual framework for the study by providing a literature exploration with regard to information on educational change and its impact on the emerging role of principals as curriculum managers. The rationale for curriculum change, resistance to change, as well as literature relating to managing change in educational institutions, form part of the focus. The curriculum functions and responsibilities of the principal within the new educational dispensation are also be explored.

Chapter three: Research methodology

The third chapter describes the research process in depth, including the research design and methodology followed in the study.

Chapter four: Research results

Chapter 4 presents the raw data, an analysis of the data and the findings of the study. Results are presented in accordance with the case study design.

Chapter five: Conclusion and recommendations

In chapter 5 the researcher presents a summary of the study results and the conclusions drawn from the study. Limitations and recommendations for additional research are also discussed.

1.18 CONCLUSION

The research was aimed at investigating the leadership role of the principal as a curriculum manager in a period of educational change. The introduction merely serves to alert the reader to the particular educational change, describing the transformation of the education system from an aims-and-objectives approach to an outcomes-based approach. A key element essential to the successful and effective implementation of the outcomes-based curriculum is pointed out, namely the leadership role of the principal in managing the curriculum. Other aspects discussed in chapter one include the problem statement and aims of the study. The research design and methodology are introduced, and the possible contribution of the research outlined.

Chapter two focuses on a literature study of the educational change process and its impact on the role and responsibilities of the principal as an educational leader in managing and supporting the curriculum within the context of educational change.

CHAPTER TWO

LITERATURE STUDY: THE PRINCIPAL AND CURRICULUM CHANGE

2.1 AIM OF THE CHAPTER

Chapter two focuses on the impact of educational change on the leadership roles of principals, management styles, the resistance to change and institutional change. The concept of leadership versus management, as well as the leadership within educational change is also explored. The specific leadership roles and functions of the principal with reference to the different curriculum levels, as well as the skills, qualities and characteristics that need to be acquired and executed by the principal in managing the curriculum are of significance to this study and enjoys due emphasis in this chapter.

2.2 EDUCATIONAL CHANGE

South Africa is a country faced by numerous challenges. The introduction of democracy in South Africa in 1994 has brought various challenges and changes, also with regard to the educational front. Change, as a phenomenon that affects all aspects of a person's life, is about changing attitudes, perceptions and behaviour and should therefore be regarded as a process of growth.

The scope of interest in educational change, together with actions in various parts of the world to promote fundamental changes in this regard, led Hargreaves, Lieberman, Fullan and Hopkins(1998:1) as cited by Swanepoel and Booysse (2006:189) to remark that educational change and reform "...have rarely had so much prominence within public policy, in so many different places".

According to Kimbrough and Burkett (1990:131), change is a deliberate effort to alter the status quo by influencing or modifying the functions, structure, technology and purpose of an organization. Change represents the struggle between what is, and what is desired. According to Hall (1988:24) change may be described as the adoption of an innovation, where the ultimate goal is to improve outcomes through an alteration of practices.

Educational change in South Africa is a fundamental process involving the national education system, curricula, teaching and learning in the classroom, with the emphasis on outcomes-based education and the National Curriculum Statement in particular. The reason why the country embarked on a new curriculum was already discussed in Paragraph.1.2.1. Since April 1994

South Africa found itself at the crossroads of curriculum change which was inevitable due to the political past of the country. This change resulted in new roles and responsibilities for principals regarding curriculum management and their involvement on different curriculum levels. In the context of education, change means that principals and educators are exposed to new methods, growth, technological developments and changes in the curriculum.

The drastic paradigm shift that not only teachers but all role players had to make demanded constant attention and development that would empower them to keep abreast of new development and change. In every organization and society change does not come about without some degree of resistance. People who may be affected, in this case the educators and principals, may resist change. However, if they are motivated and well informed about the reasons for any particular change, such involvement will place them in a position from where they would be able to contribute towards bringing about the required change.

According to Ornstein and Hunkins (1993:306) the leaders of institutions should be the ones to experience a mind-shift as change is initiated, in order to avoid the resistance to change. The authors indicate that sometimes people resist innovation and its implementation because they lack knowledge or understanding about the change being initiated. Principals should realize that resisting change is very purposeful behaviour and not always directed at them personally. As the success of the outcomes-based education can only be determined by the degree of success in its implementation at school level, principals as key role players and leaders in the school need to take responsibility for managing and supporting curriculum change in the school.

Therefore it is expected that the principal should lead the curriculum change process at school level, guide and support the staff in initiating change and motivate them to embark on new strategies for implementing the new curriculum. Institutionalizing change in a school is a management task which has to be conducted in a sensitive and skilful way. The preparation of staff, the development of policies involving all educators, the ability to foresee and intercept a variety of difficult and sensitive human problems pose a comprehensive challenge for the educational leader. Principals play a pivotal role in the management of the institution and can exercise considerable influence over its direction as long as they retain the confidence and support of their professional colleagues (Davies & Ellison, 1997:65).

From the above, the importance of recognizing the principal's leadership role in the school has been established. Principals need to be effective leaders and their strategic interaction on

various levels in the school is essential to facilitate the process of curriculum change. All the affected parties – educators, parents, learners and communities – should be supplied with information about the nature and extent of changes that will be initiated.

2.3 LEADERSHIP AND EDUCATIONAL CHANGE

2.3.1 The principal and changed leadership

The role of the school principal in the traditional model was viewed as that of a manager with more managerial and administrative tasks, and fewer teaching duties, according to Pretorius (1989:105) as cited by Botha (2004:239). However, as a result of educational change, a balance has been introduced between the principal's leadership and managerial duties. The vast changes that are presently encountered may pose major challenges that can be properly addressed only if there is effective leadership. Therefore, it is clear that certain responsibilities with regard to leadership simply have to be met (Carl, 1986). At the time of transformation to a new educational system, the escalation of change demands ingenious leadership; a leader who sets the pace, takes directions, motivating and inspiring individuals to keep moving ahead in spite of serious obstacles, and resistance to change. Principals need to encourage and empower, and their conduct should be transparent and trustworthy so that there is buy-in from all the stakeholders.

Besides the comprehensive task of the principal, the core responsibility is that of acting as the educational leader. It is expected of the principal to provide effective leadership and guidance regarding all aspects of the school (Kaapse Onderwysdepartement, 1982:80). The roles and responsibilities as set out by Brunton & Associates (2003: C-64) coincide with the said prerequisites stipulating the core duties and responsibilities of the principal as an educational leader. The following applies: To be responsible for the professional management of the school, provide professional leadership within the school, engage and supervise teaching, be involved in extra-and co-curricular activities ensuring interaction, as well as effective communication with the relevant stakeholders.

According to Ornstein and Hunkins (1993:287) the principals must be visionary leaders who possess a clear vision and mission of their school and manifest a strong belief in professional values. Although this kind of leadership may differ nationally, provincially and even institutionally, such leaders need to align parents, educators and all stakeholders to be able to cope with change effectively and efficiently, thereby ultimately making a contribution towards curriculum implementation. The institutionalisation of any curriculum will be determined by the

quality of the leadership exercised by the various educational and instructional leaders. It is especially at school and classroom level that resourceful leadership is required for the effective implementation and institutionalisation of the curriculum (Carl, 2004:1).

Effective principals in the new dispensation face the challenge of redefining the curriculum functions of leadership and management as democratic functions, since both are crucial for stimulating change and building democratic schools. It becomes evident that educational change is fraught with a plethora of changes which will have an impact on all role players. South African schools, in becoming OBE schools, need to accept that all aspects of schooling – the way educators teach, the way learners learn and the way managers manage – will impact on one another. The possible roles of principals in educational change will now be briefly discussed.

2.4 ROLES OF EDUCATIONAL LEADERS IN EDUCATIONAL CHANGE

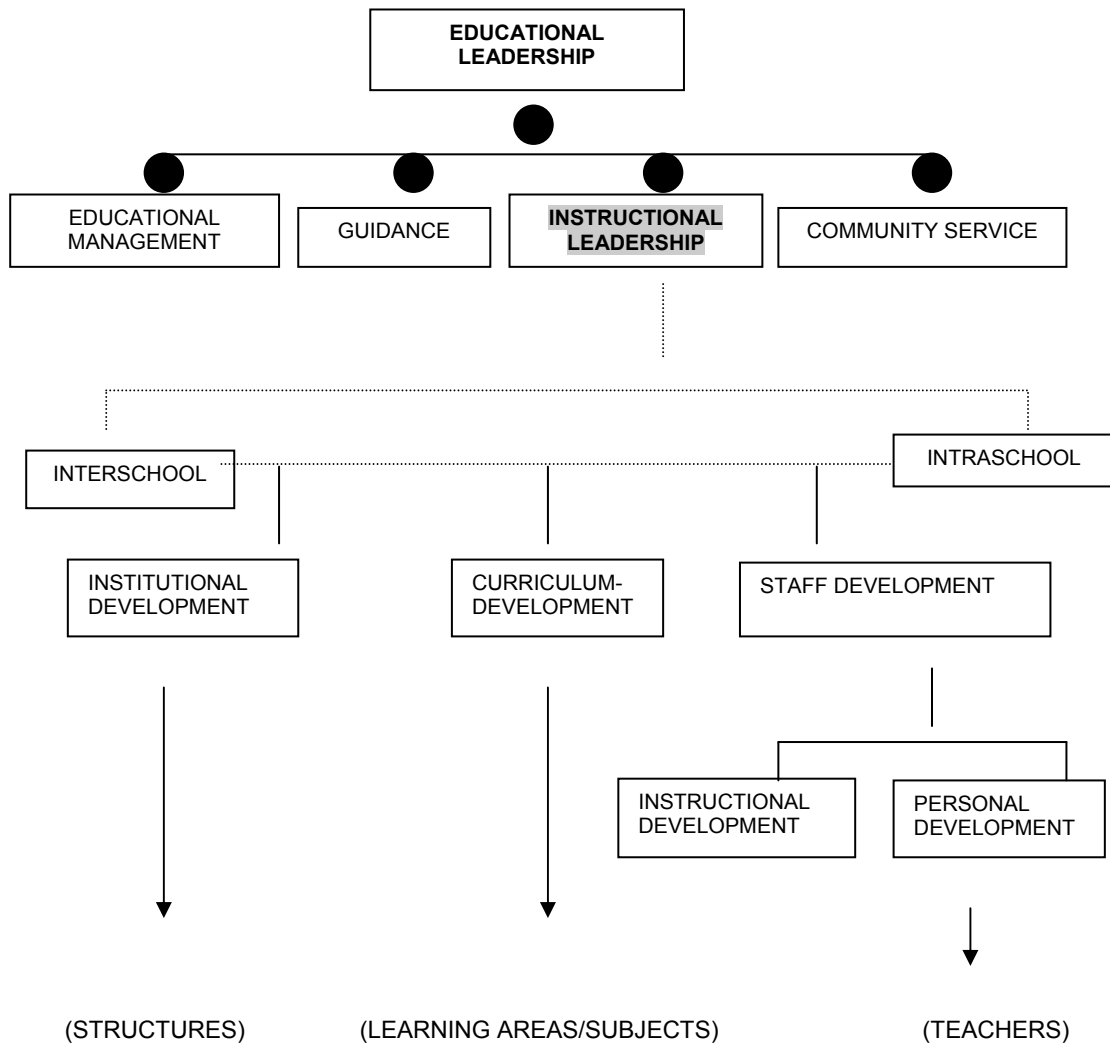
2.4.1 Changed roles of the educational leader

Effective curriculum leaders need to provide ongoing support and encouragement to staff members, while monitoring the effective implementation of the curriculum. For implementation to be effective, management and support of the curriculum change process become crucial elements. Very often with educational change, the principal has to be the catalyst, ensuring that the proposed changes are indeed activated. Then leadership would become a process of building and developing participation and collaboration. If the leader is not committed to the paradigm shift, these objectives may not be realized. Although there might be resistance to change in a school, the principal should constantly be in search for improvement and renewal. (See for example Fullan 2001,2004;Kimbrough & Burket, 1990).

From the above it is clear that the strategic interaction by the principal, through his motivation and support to educators, guidance on teaching methods, and also through effective communication, acting as a role model and being visibly present, can lead to higher levels of learner achievement and can contribute to the success of the envisaged change. This may imply that in the process of curriculum change and implementation, the principal as an effective leader is required to nurture and guide staff members, provide for staff development programmes, demonstrate empathy with colleagues and respect their viewpoints.

Educational leadership within the school context can be manifested in different ways, namely as Educational Management, Guidance, Instructional Guidance and Community Service. Educational leadership can be depicted schematically as follows:

FIGURE 2.1: LEADERSHIP: ROLES OF PRINCIPALS



(Cawood, Carl & Park, (1984); Carl (1986:137;139)

From the figure above it is evident that educational leadership exhibits various facets and that development can be stimulated not only within a particular school, but can also be extended between different schools. Instructional leadership is a specific manifestation of leadership as it focuses specifically on the development of teaching and learning through effective leadership. Instructional leadership therefore intends to facilitate effective curriculum development. Instructional leadership occurs when institutional development takes place, and curriculum development concerns the development and empowerment regarding curriculum skills which are essential for effective teaching and learning. It also emphasises the importance of teachers' personal and professional development and empowerment to ensure effective teaching and learning (Carl, 1986).

As an educational leader, the principal is responsible for creating a democratic climate at the school. Educators should be encouraged to demonstrate the necessary confidence and motivation to take part in the decision-making process. Space must be created for meaningful discussion, and educators should be encouraged to use opportunities for making an input. The role of the school principal has undergone phenomenal changes over the past two decades. According to Botha (2004:239) “...a *professional school principal is the educational leader and manager of the school, and is therefore responsible for the work performance of all the people in the school.*” In spite of a considerable administrative workload, the principal should strive to provide staff with effective direction and support with regard to curriculum renewal and development. It is sometimes difficult to keep up with the educational programme, but it is of paramount importance that the principal should be part of the educational team. Keeping abreast of the latest subject tendencies, personally experimenting with teaching methodology in the classroom, demonstrating a first-hand experience of implementation problems and setting an example by means of personal teaching can often be a more effective motivating factor than any other external encouragement or stimulation.

The importance of community trust in the principal appears to be paramount (Prew, 2007:459). Therefore it is essential to cultivate effective communication with parents and the community. The school is the centre of the community and once the principal has gained the confidence of the community, they will take ownership and give their co-operation with educational activities. Busher (2006:117) agrees that building a positive and mutually supportive partnership with the parents is an asset to the school and seems to raise the quality of work in the classroom. The principal should utilize human resources in the community and make use of their skills, knowledge and expertise which will encourage parents to become more involved, either on a voluntary basis or in a paid capacity as they take ownership of their children’s education. The principal should enter into discussions with parents about new curriculum developments and implementation on a continuous basis. Clarke (2007:179) alluded to this aspect, remarking that it is necessary to keep parents informed on a more formal and regular basis.

The successes and failures of a school do not rest solely on the leader of the school. On the contrary, co-responsibility should be accepted by a dynamic management team and staff. Concept decisions are given to the staff for their input and confirmation. Participative decision-making, consultation, acknowledgement of contributions and effective communication should be

characteristic of staff meetings. The delegation of responsibility has empowerment as its goal, presenting opportunities for personal and professional growth.

(Kruger, 2003:206) states that the ideal would be to see the larger proportion of the principal's time being spent in the classroom, working alongside the teachers to experience what is really happening on ground level. However, so many demands are made on the principal's time, making it difficult for them to slot into a fixed timetable for class teaching. Principals of South African schools face two major challenges in their day-to-day management duties, namely handling a larger variety of school-based decisions than ever before and creating a sound culture of teaching and learning in which effective education can take place. Expecting the principal to spend time in the classroom might be over idealistic as the nature of the principal's leadership is so multi-faceted.

From the above it became evident that with the rapid changes in the curriculum, the school principals of our country need the knowledge, expertise and experience to lead and manage our schools effectively. They need to be aware of their role as a changing agent to lead the educators in this process of change.

2.4.2 The role of the principal as an agent for change

The principal plays a strategic role in the initiation of change. The staff are more inclined to accept change if the principal supports them actively in implementing change. The idea is that the principal as passionate leader and role model resists stagnation and lives out the role of an agent for education renewal through goal-directed self-renewal, continuing academic studies and professional development (Fullan, 2001; Van Der Westhuizen, 2007).

The principal should thus personally set an example to the staff by initiating and supporting renewal and development. If principals are involved in class teaching, they can identify with the staff's needs and problems and they can look for solutions together. The era when we were subjected to authoritarian leadership belongs to the past, and transparency and participative management may lead to shared leadership. The principal should be positive towards educational changes and a champion of renewal strategies, and not hesitate to proclaim with full conviction that he/she possesses the willingness to change.

2.4.3 Leadership styles

To be able to cope with the challenges that are experienced within educational change and to keep in line with the accelerating pace of change, a different style of leadership and management needs to be adopted. The type of leadership style which the principal will display might have an influence on the effectiveness of curriculum development and implementation, as well as on the outcomes of the predicted changes. It is particularly important for principals to adopt a transformational style, because it will encourage staff to take ownership of the changes that are about to take place. According to Carl (1986:140;152-155) the instructional leader can contribute to generating a creative climate within which effective curriculum development can take place. It is, however, very important that the leader should not take a dictatorial stance based on status, but rather play the role of facilitator and active group member. In this way, principals will be in a position to guide the staff more effectively. This will enable them to work as a team, employing all their talents and energy in order to solve problems concerning the curriculum.

Transformational leaders motivate, inspire and unite educators on common goals (Black, 1998:35 as cited by Steyn, 2002:266). They have the ability to persuade followers to join their vision and productivity through people. Bass (1985), as cited by Davies & Ellisson (1997:11), identified that transformational leaders in educational settings can motivate people to do more than they are originally expected to do. Transformational leadership looks at leadership in relationship to change. The new form of leadership has grown out of necessity as a result of the rapidly changing environment in which schools must operate.

Principals exhibiting an authoritarian management style lack the ability to change with the times (Prew, 2007:457). When executing this style the leader makes a decision and announces it with no feeling of responsibility or accountability to share the reasons. With the passing of the South African Schools Act of 1996, School-based Management came into effect. The principle entails democratic participation of all stakeholders engaging in collective decision-making. Shared leadership could come from educators, parents, the principal and learners (Singh & Lokotsch, 2005:279). These styles will also impact on the effectiveness of curriculum management.

2.4.4 SUMMARY

Study of the literature revealed a big contrast in the former and new educational dispensation which resulted in a change of the leadership roles of principals. The multi-faceted task of the educational leader is reflected in figure 2.1.

It also became evident that the leadership task of the principal is the most crucial indicator of the successful implementation of educational change. Therefore it is very important that the educational leader should acquire the necessary skills to lead the institution to meet the demands of a fast changing world and take the school towards educational excellence.

Leadership requires knowledge of how to become a leader and of the change process, an understanding of a productive school climate, and supervisory skills. (Kimbrough & Burkett, 1990:106). The educational leader should show the ability to initiate, innovate, take the lead and to make things happen. The leader should be in the forefront leading with confidence, enthusiasm in order to inspire and motivate the staff. The leader should take cognisance of the various leadership styles and must ensure whether the leadership style which is being used, accommodate the different situations in the school environment.

2.5 THE ROLE OF THE EDUCATIONAL LEADER IN TEACHER DEVELOPMENT

One of the core responsibilities of the educational leader is to provide for personal and professional development of the staff. Educators can play a critical role in the transformation and growth of our society through constructive work and understanding children, and by embracing change. Educational change also impacts upon teachers, because they are the people who have to implement it, acting as change agents where they find themselves at the forefront of educational change. Hargreaves (1994:12) argues that it is paramount to “...*involve educators more in the change process, to create more ownership of change among the teaching force, to give teachers more opportunities for leadership and professional learning and to establish professional cultures of collaboration and continuous improvement*”.

Taking on leadership roles by serving on the school’s curriculum committee can also help educators to empower themselves. If a culture values the continuous development of educators and members are convinced that curriculum development is a continuous process, their involvement and contribution should be acknowledged and appreciated. Elliot (1998:17) claims “...*there can be no curriculum development without the professional development of teachers as researchers of their own practices in their classrooms*”.

The principal as educational leader should encourage teachers to expose themselves to empowerment opportunities and further studies. Regular monitoring of projects ensures successes and makes it possible to evaluate whether the institution is still on track and the educational goals are achieved. It is desirable that the principal and other leaders should

maintain close contact with educators in order to provide support, advice and guidance. The researcher's view in this respect is that the educators alone cannot effectively and efficiently implement a curriculum. They need support and guidance at all times. Professional development should be part and parcel of all processes during as well as after the implementation. In effect, professional development should be an ongoing process (Carl, Volschenk, Franken, Ehlers, Kotze, Louw, Van der Merwe, 1988:25). Professional development will impact on curriculum development and therefore it is essential that principals enhance all levels of teachers' development.

Teachers are regarded as responsible, professional people and it is highly recommended that they should take responsibility for their own learning, empowerment and development. An inner motivation should be present, and instead of waiting to be prompted by people from outside, they should take the lead and attend workshops, even outside the cluster.

Rapid changes in education, especially with regard to the curriculum at all levels (in both General and Further Education and Training Bands) urge educators to increase their levels of knowledge and skills through e.g. further study, professional growth seminars and workshops. Therefore educators should take cognisance of existing channels through which they can voice their opinion regarding curriculum development in order to make an input. It is of paramount importance that principals should encourage and motivate educators to utilise any opportunity to make inputs whenever they arise.

Empowered educators will assume the role of renewal agents and should be encouraged by their principals to accept challenges to develop the curriculum in a creative way, and to experiment in the classroom. The educators should exhibit more critical reflection towards their own methodology and practice. The principal should allocate time for educators to visit other schools where they may participate in Learning Area meetings and observe lessons. These are important ways that principals can use to assist staff in broadening their exposure, enabling them to gain a deeper understanding of alternative approaches and strategies to planning and teaching. Collaboration is productive when it involves talk that focuses on instruction (Bernhardt, Hedley, Cattaro & Svolopoulos, 1998:57).

By utilising these opportunities, educators may become active agents for change, taking control of affairs in their classes by making decisions independently and confidently. For this reason it is necessary to create an atmosphere that will promote self-confidence, the willingness to ask

critical questions and for taking up challenges, while also opening areas for discovery, argumentation, discussion, debate and reflection in the classroom (Colyn 1991:112).

Educators should be encouraged by their principals to become involved on a broader level outside the classroom, in order to accommodate the relevant needs of their learners. This includes areas outside the traditional classroom, for example the broad school curriculum and learning area development within clusters, on both a regional and national level. The teacher must not merely be empowered to be a good learning area specialist, but should also possess skills in general curriculum thinking and practices. Only then will they be equipped to make a meaningful contribution in respect of a changing and developing environment and be able to meet the curriculum challenges that are facing South Africa (Carl, 2002:246).

2.6 CURRICULUM LEADERSHIP ROLES OF THE PRINCIPAL

Curriculum leadership demands of leaders to set high visions, maintain discipline and implement high standards with the aim to improving teaching and learning at school. This role describes the principal as a visionary person in a leading position, using more effective teaching and curricular strategies and supporting educators' efforts to implement new programmes. This kind of leadership occurs when the principal provides direction, resources and support to both educators and learners with the aim to improving teaching and learning at school. Hord & Hall (1983 in Glatthorn 1997:22) agree by stating that strong leadership on the part of the principal plays a key role in determining the extent of curriculum leadership.

Good curriculum leadership is the path to good teaching, learning and instruction, implying that leaders should at all times ensure a sound culture of learning and teaching in the school. The idea of shared leadership should be fostered, where the curriculum committees are established and the delegation of a curriculum management to the School Management Team will relieve the principal's workload. According to Sadker (1991:247), successful principals provide instructional leadership. They spend most of their time working with learners and less time in the office. They observe what is going on in the classrooms, hold high expectations in terms of teacher performance and learner achievement, and provide the necessary resources, including their own skills and knowledge. They are actively involved, and as a result create effective schools, making a positive contribution in the lives of their staff and learners. Principals should, therefore, become leaders of instruction, employing dynamic and inspirational leadership as they focus on raising the teaching and learning practices in their schools.

According to Glatthorn (1997:85) the reasons why principals as curriculum leaders should monitor the curriculum, are as follows: There must be a consistent development of the curriculum at school, because it will assist to reinforce what learners are taught in a specific grade, building on the previous one and leading up to the next. This also serves to keep educators alert and on task.

It is important to communicate the reason for monitoring the curriculum to all role players, since those who oppose it can imply distrust and damage the school climate, placing educational leaders and educators in adversarial positions. According Wiles & Bondi, (1984:129), it is important to produce and implement a year-long plan regarding all curriculum matters, which includes a program for continuous curriculum and staff development. These roles of the principal's management and leadership responsibility need to be examined separately, but are intrinsically inseparable.

2.6.1 Curriculum planning, monitoring and evaluation

The principal, together with the curriculum committee, is also responsible for monitoring and evaluating all processes regarding the curriculum. One of the key aspects of curriculum management is effective planning which must be completed by the end of the previous year and set up according to the parameters of the departmental policies in the National Protocol on Reporting and Recording document. Curriculum coordinators should acquaint them that assessment strategies provide a coherent framework for learner assessment, and that the feedback which they provide to learners and parents is an accurate reflection of their performance, relative to the outcomes. The principal must ensure that the assessment policy in which its expectations, processes and systems are set out, must be in place, and that schedules are securely stored at the school. Parents should be aware of the learners' progress, their level of achievement and any shortcomings that they may encounter, and the strategies needed to remedy problems. The principal, in conjunction with the curriculum committee, must verify the information before sending it to the parents (Clarke, 2007:246).

2.6.2 Learning area/phase meetings

Effective curriculum delivery is the core function of any school, and the curriculum committee in schools is the ideal vehicle for promoting and monitoring it. According to Clarke (2007:55) the learning area meetings should be chaired by the delegated person, but the principal should attend so that the staff will be aware of the importance that she/he accords them. The principal can use the minutes to verify that matters are not only discussed, but that practical suggestions are executed. Principals need to encourage the staff to join specialist study groups, clustering

with neighbouring schools and forming informal working groups with the intention to share expertise and problems associated with their roles. Creating time for this to take place is one of the simplest and most effective ways of supporting and encouraging curriculum co-ordinators. Teachers working together in networks are the key to the transformation of teaching and learning (Coleman; 2003:21). Principals should ensure that managing the above-mentioned are reflected in the school's curriculum policy.

2.6.3 The principal's leadership role at different curriculum levels

To provide leadership, support and motivation to the staff, it is of paramount importance that principals should be involved, where possible, in the different levels of curriculum development to acquaint themselves with the necessary information. Researchers have come to the conclusion that it is important to be up-to-date in co-determining what the world view and ideology of the local community is, to ensure that the curriculum content reflects the unique context of the community and environment, and that it manifests in the educators' lessons. It is advisable that he/she takes note of the relevant legislation and communicates it to all stakeholders. With regard to school phase planning, the authorities lay down the rules, but the responsibility rests on the principal to ensure that the different phases are implemented at the school and that teachers are fully informed about the rules and directives.

At school curriculum development level, the principal could motivate educators to explore expansion and change in the curriculum. On the level of learning area development the principal can play a vital role in motivating and supporting educators to collaborate with neighbouring schools to embark on joint planning.

2.6.4 The role of the principal at micro-curriculum development

The classroom is the area where real implementation takes place and where the teacher is most actively involved with curriculum development. Here the principal can play a relevant and supportive role in encouraging staff to experiment with new methodology, critically examining their practice, deepening their knowledge and sharpening their judgement. The principal must have a sound knowledge and understanding of educational views, sufficient didactic knowledge and skills, general and specific curriculum expertise, and be informed about the utilisation of channels to establish curriculum development. This would enable principals to motivate their staff to join him in embarking on this venture. If the principal is not involved in direct teaching, he should take up the role as initiator, motivator and facilitator. The principal has a core

responsibility with regard to curriculum development at micro level, because he works within close proximity with educators.

Burch & Danley (1980:36) as cited by Carl (1986:168) argues: “... *The prime justification for the position of principal in the school is to give leadership to the teaching-learning process. If the principal spends the major portion of his time at that endeavour, he is placing the emphasis where it belongs. If however, he spends most of his time counting lunch money, seeing that the playing field is lined, and other similar housekeeping chores, he is not fulfilling the major role his profession and society expect him to play*”. It is very clear that the execution of the principal’s leadership style at this level will certainly have a direct impact on the successful curriculum development. The leadership role of the principal as curriculum leader can be summarized as follows:

The leader must have a broad view of the whole curriculum, developing an appropriate culture for educational change, managing the structure and phases of change, the involvement of staff in curriculum management and above all manage the curriculum to ensure that the requirements of the National Curriculum Statement are met. It became quite evident that principals involved in school leadership in the twenty-first century would require complex skills relating to leading people. Leadership is about coping with change. Leading an organisation to constructive change begins with aligning people, setting direction by developing a vision of the future along with strategies to produce the change needed. Leadership is about motivating and inspiring people. The traditional concept of management of the past is no longer applicable for the present and the future. Researchers conclude that it is widely accepted that for schools to be efficient, they require competent principals because the creation of an effective school and its success depend to a large extent on skilled principals.

2.7 SUMMARY

An effective curriculum leader plays a very important role in the transformation and renewal of the curriculum. The leader should adopt a positive attitude towards change to be able to influence the staff to adapt to the change. The challenge to the principal as instructional leader is to act as an agent of change, and to initiate the transformation and renewal of the curriculum. The leadership style executed by the principal will determine how educator involvement and participation will be promoted.

The implementation of OBE and the introduction of NCS in schools currently give rise to various problems with regard to policy content and implementation, and pose certain

curriculum challenges. Creative and dynamic curriculum leadership from principals is required to meet these challenges. However, principals are still expected to cope with the changes taking place in the South African educational system and to make OBE work. This has presented a number of challenges to a teaching corps already demoralised by large classes and inadequate support from the Education Department, not mentioning the burden of an ever increasing workload. Therefore an even bigger challenge rests upon the shoulders of the principal to motivate and support the staff.

In this chapter the researcher focused on the impact of educational change and how it had led to the changed roles and responsibilities of principals. It is also evident that the educational change had a marked impact on the change of management in respect of institutions and the curriculum. Principals, regarded as leaders in the curriculum change process, now have to take the responsibility to initiate, manage and support the change process and take the lead in managing the curriculum. New skills, attitudes and behaviour need to be developed and adopted to manage resistance to change in order to ensure the effective and successful implementation of the curriculum.

The leadership role of the principal is very complex and challenging in the sense that it entails a big shift in leadership to ensure the successful implementing of the new curriculum. However, this is not solely the responsibility of the principal. Through shared leadership and responsibility with different curriculum co-ordinators, effective implementation can be ensured.

The following chapter will describe the research process in depth, including the research design and methodology to be followed in the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In the context of educational change accompanying the implementation of the new curriculum, together with its impact regarding the dual roles assigned to principals, this chapter will focus on the research design and methodology. The research was based on the interpretive paradigm, using a case study as research methodology. The qualitative research methodology as well as the data generation instrument will be discussed in this chapter. The researcher will also discuss in more detail what case study research entails in the context of this study, referring to the key issues of validity and reliability in this type of research.

3.2 RESEARCH PARADIGM

Mertens (1998:6-7) refers to a research paradigm as a way of looking at the world. He also identifies the following research paradigms: positivist, interpretive and emancipatory. Each of these paradigms intends to answer three fundamental questions, namely: what is the nature of reality and what is there to know about it? (Ontological), what is the nature of knowledge and the relation between the researcher and the participants? (Epistemological) and how can the researcher obtain the desired knowledge and understanding? (Methodological).

The interpretive research assumes that reality is socially constructed and that there are multiple realities. Secondly, the researcher and the participants are interlocked in an interactive process prescribing a more personal interaction mode of data collection (Mertens 1998:11-15). According to Durrheim (1999:36) paradigms act as perspectives that provide a rationale for research, committing the researcher to particular methods of data collection and interpretations.

Given the interpretive paradigm's assumptions about the social construction of reality, it is argued that the research can only be conducted through interaction between the researcher and the participants. Neuman (2006:88) states that for interpretive researchers, the goal of social research is to develop an understanding of social life and discover how people, in this case school principals, construct meaning in their natural settings of everyday life. Interpretive social science is concerned with how people interact and associate with each other. In general, the interpretive approach is the systematic analysis of socially meaningful action through the direct

detailed observation of people in natural settings, in order to arrive at understandings and interpretations of how people create and maintain their social world.

In the context of what Neuman says, the researcher is of the opinion that the interpretive paradigm has created an opportunity for this study to produce a subjective interpretation of how principals experienced their emerging roles as curriculum managers in a changing educational system. The proposed study was conducted from an interpretive paradigm, allowing the researcher to interact closely with the participants in order to gain insight and form a clear understanding as to how principals experience their new roles and responsibilities as curriculum leaders during educational change. This also relates to the nature and extent of their curriculum functions at different curriculum levels. The focus will also be on the skills, qualities and characteristics they need to acquire in order to execute leadership, as well as on the support, tools and guidance they regard as most appropriate and important to fulfil their roles as curriculum leaders in managing and steering the process of educational change.

3.3 THE QUALITATIVE RESEARCH PARADIGM

Mouton (2001:55) describes a research design as, “a plan or blueprint of how you intend conducting the research”. This plan, along with the research paradigm then informs the specific research methodologies. The research design chosen for this study includes qualitative methodologies. Creswell (1994:162) suggests that research using qualitative methodology is based in a particular paradigm and sets out to obtain data that is in agreement with the paradigm. The data generated relies on description, which focuses on the unique experiences of the various single units.. These qualitative methodologies are then applied in the knowledge that the construction of reality in this research can only be conducted through interaction between the researcher and the individual participants. Qualitative research provides descriptions of a case, a group, a situation, or an event.

This type of research can either be exploratory or fully interpretive in nature (Krathwohl, 1993:29).

The core features of qualitative research are as follows:

1. It is conducted through an intense and/or prolonged contact with a field or life situation.
2. The researcher’s role is to gain a holistic overview of the context under study.
3. A main task is to explicate the ways people in particular settings come to understand, account for action and otherwise manage their day to day situations.

4. Most of the analysis is done with words. These words can be organized to permit the researcher to contrast, compare, analyse and bestow patterns upon them.
5. In qualitative research there is an open agenda. The researcher interprets and contextualises the situation in an open manner. Interpretation does not occur through statistical data. There is unstructured and spontaneous data collection. Data collection occurs as close to the natural situation as possible (Miles and Huberman, 1994:92).

Eichelberger (in Mertens, 1998:14) makes the point that the qualitative methodological work of interpretive researchers attempts to describe what meaning people attribute to experiences and how this is related to their behaviour. Babbie and Mouton (2001:279) point out that the differences between the interpretive paradigm and qualitative research lie in the boundaries of these studies respectively. To be able to answer the research question, the researcher chose to use the interpretive paradigm, which provided the opportunity for the in-depth description of the experiences of principals as curriculum leaders during educational change. The interviews took place in the “natural settings” of the principals.

3.4 RESEARCH METHODOLOGY

Vockell and Asher (1995:211) maintain that qualitative methods are valuable in developing the basic understanding of students, teachers, administrators, parents and social contexts, scenes and events in which these people live, study and work. The qualitative research approach was used in this study because it allowed for thick descriptions of actual life experiences applicable to the daily lives of principals. Because the experiences of principals were used in this study it was a point in favour of qualitative research. This approach allowed the researcher to get a full explanation of the social setting (Neuman, 2006:88).

Educational problems require a research methodology that provides the broadest and deepest understanding of the educational system. Qualitative and interpretative data and methodology will be part of all educational research that provides these roads to understanding (Vockell and Asher, 1995:212). All the above features of qualitative design made it relevant and contributed to the choice of the case study within this methodology for the research. Anchored in real-life situations, namely the principals in the school contexts, the case study resulted in a rich and holistic account of the phenomenon (Merriman, 1998:4). Since it would be difficult to separate the phenomenon under study from the context of the specific school, a qualitative case study within the interpretive paradigm was chosen as research design. The key concern is about

understanding the phenomenon of interest from the participants' perspective, referred to as the *emic* or insiders' perspective (Merriam, 1998: 6).

The next paragraph will subsequently describe what the case study entails in more detail.

3.4.1 Case study

Merriam (1998:27) points out that there are various definitions of what constitutes a case study. Some researchers focus on the process of the research, some on the unit of analysis and others on the end product. She also explains that the case study is defined by the interest in the individual case and not by the methodologies of inquiry. The earlier view of Neuman (1997:278) supports this claim, suggesting that the case study tends to focus on what can be learned exclusively from the individual case, and is perhaps more interested in the unit of analysis as a point of focus.

Vera, however, in Babbie & Mouton (2001:281) points out that case study research can also explore more than one individual unit. Adelman, Jenkins and Kemmis (1996:2) describe a case study as an “umbrella term” for research focusing on enquiry around an instance. They highlight the following with regard to case study research:

1. An issue presents itself and the cases are selected as instances drawn from a context where this issue is present.
2. A thorough description of the context is given.

In accordance with the above approach, this study aims to explore how five individual principals experienced their new roles and responsibilities as educational leaders in educational change within their specific context.

3.4.2 Advantages of case studies.

Adelman et al. (1996:8) emphasize a number of possible advantages of case study research. They suggest that these advantages make the case study an attractive qualitative research design for educational researchers. These include:

1. Case study data is ‘strong in reality’ because case studies are down to earth and attention-catching. This means they are in keeping with the reader’s own experiences and allow the reader to employ ordinary processes of judgement for understanding the case.
2. Case studies recognise the role of ‘social truths’. As a result, individual interpretations are offered, supported by case studies.

3. Case studies provide a wealth of descriptive material, which may be open to reinterpretation. In this way a data resource is established for other researchers with different objectives.
4. Case studies present research in a more accessible form than many other forms of research. The language and presentation are accessible to multiple audiences, as less specialised interpretation is needed.
5. Case studies allow readers to judge the implications of the study for their own purposes.

Merriam (1998:19) defines case studies as intensive descriptions and analyses of a single unit or a bounded system, such as an individual, a program, event, group intervention or community. Case study design is usually employed to gain an in-depth understanding of a situation and to clarify the meaning for those involved.

Leedy (1989:90), however, provides a more specific description, taking it a step further in defining a case study as "... a type of descriptive research in which data are gathered directly from individuals or social community groups in their natural environment for the purpose of studying the interactions, attitudes or characteristics of individuals or groups".

The five principals selected for this sample gave a rich description of how they experienced educational change with regard to their curriculum and leadership responsibilities. From the data which was generated, similarities and differences with regard to the experiences of the participants were established.

Yin (1994:38) distinguished four types of case study designs which can be determined on two levels, namely (a) the number of units, and (b) whether it will be single or multiple, holistic or embedded case studies.

This particular study serves as an example of a holistic embedded case study, involving five schools or principals. As stated by Merriam (1998:153), multi-case studies involve: "...collecting and analysing data from several cases". In terms of this study these "several cases" referred to the five principals who were interviewed, and who held the position of headmaster at schools in communities with different socio-economic backgrounds, located in different circumstances. Eventually this led to different experiences regarding their roles and responsibilities during a period of educational change. It is worth noting, however, that the data generated revealed both similarities and differences.

3.5 THE CONTEXT OF THE STUDY

Although the context of the study supports the issue being researched, an interpretive perspective deems it important to engage with participants in their natural settings. Babbie and Mouton (2001:282) also point out that in order for researchers to interpret case studies, the context needs to be well understood. As already mentioned, according to Adelman et al. (1996:4) the various cases are embedded in their contexts, which means that context does have a role to play. For this reason, details of the context are relevant and of particular importance.

3.5.1 Selection of respondents

The research problem, the purpose and the design of the research have served to guide the researcher in the selection of the sample for this study. The researcher sought information-rich key participants in order to obtain the relevant data for the research process. From this source meaningful conclusions would eventually be drawn. Schumacher and McMillan (1993:382) suggest that the sample size is directly related to the purpose of the study, the research problem, the major data collection technique and the availability of information-rich participants. Purposeful sampling was used for the selection of respondents in this study. According to Patton (1990:169) purposeful sampling is the process of selecting information-rich cases for in-depth study. The researcher therefore selected participants who are knowledgeable and well-informed regarding the phenomena which the researcher was investigating (Schumacher and McMillan, 1993:378). They were selected on the grounds of the rich information the researcher would be able to glean from them.

Through purposive sampling the researcher could handpick the cases that were to be included in the sample. In this way the researcher was able to obtain samples that would assist in answering the research questions. Neuman (1997:206) is of the opinion that purposeful sampling is appropriate if the researcher wants to develop a deeper understanding of the phenomena under research.

The sample of this study consisted of five school principals who were representative of the three post-apartheid Education Departments from a rural area in the Western Cape. Four of the principals were from previously disadvantaged schools so as to ensure representivity of the South African society. Participation in the research was voluntary and the following criteria were used to select the volunteer group to include principals from ex-Model C schools, ex-

House of Representative schools and schools of the former Department of Education and Training.

- 1) Female and male principals of primary and intermediate schools.
- 2) Well-resourced schools and
- 3) Schools from previously disadvantaged areas.

Given the historical marginalisation of women in South African schools in favour of male teachers, there could be gender differences in the principals' experience.

3.5.2 Venue for interviews and atmosphere

The interviews were conducted in the respective school principals' offices to allow for privacy. This could be regarded as a comfortable environment, allowing principals to operate in their natural setting which formed part of their daily lives and work context. The interviews were conducted after school hours to minimize the disruption of teaching and learning in the school. The interviewer tried to put every interviewee at ease. To create a relaxed atmosphere, a general topic was discussed before turning to the specifics of the interview.

3.6 DATA GENERATION

In the light of the interpretive paradigm that outlines this study, the researcher chose to make use of the term "data generation" rather than "data collection" According to Gough (quoted by Le Grange, 2001:80) this reflects the notion that an ultimate reality does not exist, but instead reality is constructed according to one's own unique perceptions and experiences. As a researcher, my own subjective reality framed my own individual life experiences that eventually shaped the way in which I generated the data.

In keeping with this approach to data generation, the researcher chose to use a qualitative data production technique, namely interviews. This consisted of obtaining data through semi-structured interviews (including a biographical section).

3.7 INTERVIEWS

3.7.1 Interviews as research method

A qualitative research methodology consisting of interviews was used as a means of generating the data. Interviews were conducted in natural settings that reflected the interviewees' reality to a large extent. Qualitative interviewing is usually intended to refer to in-depth, semi-structured or loosely structured forms of interviewing (Mason and Bramble, 1989:38). It is characterized by a relatively informal style and a thematic, topic-centred, biographical or narrative approach. The assumption that data are generated via the interaction, because either the interviewee(s) or

the interactions themselves function as the data sources, may involve one interaction or larger groups (Mason and Bramble: 1989:38).

3.7.1.2 Individual interviews

In this study individual semi-structured interviews were initially used to generate data. Babbie and Mouton (2001:289) claim that the individual interview is one of the most common qualitative techniques of data generation. The interview relies on the fact that people are able to give information regarding their practices, actions or experiences to those who ask questions. As Babbie and Mouton (2001:289) suggest, the qualitative interview is therefore essentially a conversation between the interviewer and the participants.

This study allowed for the subjective interpretation of personal experience. I was well-known at the schools which made up the case and had already established a relationship of trust with them. I could also relate to their experiences as I had worked alongside them within the same school circuit environment for a number of years. It can be argued that in some way this contributed to bias in the study. However, it must be seen within the context of a study that is subjective in nature. I was interpreting the experiences of others, and was doing so from my subjective point of reference.

3.7.1.3 The interview process

Appointments were made with each individual participant at a time that was convenient for both parties, as I interviewed each individual participant separately. I anticipated each interview to take approximately one hour and recorded the interviews for the purposes of transcription, because the content of the interviews would need to be analysed. The interviews were conducted from 17 June to 10 July 2008.

3.7.1.4 Semi-structured interviews

For this study, the researcher made use of semi-structured interviews as the primary means of data generation. Babbie and Mouton (2001:289) claim that in the interview, the interviewer has a general plan of investigation but allows the conversation to progress in no specific order, although specific areas of interest are raised. However (Merriam, 1989:74) claims that the largest part of the interview is guided by a list of questions or issues to be explored, and neither the exact wording nor the order of the questions can be determined ahead of time.

3.7.1.5 Managing the interview situation

Managing the interview situation is of equal importance to setting up the interviews and asking the appropriate questions. Merriam (1998:23) states that certain important points should be

considered, e.g. to set the tone for the atmosphere that would be conducive to achieving the goals. The interviewer created an atmosphere of trust in which the participants felt comfortable to express their feelings and experiences. The interview was held in a relaxed and conversational spirit. The conversation was understood to be private and confidential to put the interviewees at ease. Other points that Merriam (1998:23) highlighted and that the researcher tried to implement were good communication skills, empathy with the respondents, establishing rapport, asking relevant questions, being a good listener and refraining from making negative judgements. In following this procedure, Robson and Foster (1989:51) acknowledge that in interviews there is a tendency for questions to follow too quickly. The interviewer must be aware of this and allow enough time for unhurried thinking on the part of the interviewee.

3.7.1.6 Advantages of interviews in this study

According to Borg and Gall (1989:67) the advantages of interviews include adaptability. By using responses to the topic under discussion the interviewer can change the interviewing situation. In this study adaptability will ensure an in-depth understanding of questions posed. The interview situation allows the researcher to follow up on clues, thereby generating more data. This technique was also applied in this specific study. Under favourable circumstances the interview can provide more data with respect to aspects that need to be investigated further. The interviewer made every effort to let the participants feel comfortable and also ensured their anonymity. Creating such an environment provided more rich and useful data for the study. These advantages made the interview as a research method suitable for the study.

3.7.1.7 Audio taping the interviews

By recording the interviews on audiotape, the interviewer captured more data than would have been the case if she had to rely on memory only. When using the recorder, the interviewer ensured that the equipment was functioning properly before the start of each interview. This was done to ensure an even flow of the interview. A small recorder was used and placed out of sight. The microphone was unobtrusive and sensitive enough to pick up voices without the participants having to speak into it. Each cassette had been clearly labelled to identify each participant's interview.

3.8 CREDIBILITY IN QUALITATIVE RESEARCH

3.8.1 Ethical considerations

Mertens (1998:23) suggests that ethical considerations, in any research study, should be a fundamental part of the entire research process. The researcher tried to ensure that participants

were treated with the utmost respect and that they were fully aware that their participation was voluntary. Consent was obtained well before the study started and letters of consent were signed. In line with the recommendation made by Babbie and Mouton (2001:521), their consent to participate was freely obtained.

Following from this, is the issue of informed consent. Mertens (1998:24) points out that deception, by cloaking what is being investigated, is prohibited unless absolutely necessary. In this study no deception occurred, and when asked to participate, the participants were fully informed about the nature and aims of the study. Before each interview, they were once again informed of the nature and aims of the study and assured of the confidentiality surrounding the study.

3.8.2 Permission

Permission was obtained from the Western Cape Education Department (WCED) in May 2008, as well as from the Director of the EMDC (Education Management Development Centre) to conduct the interviews with the principals from the schools. Permission was granted to the researcher in writing by the WCED, allowing her to proceed with the study in the district. (See attached letters in Appendix D) Requests to conduct the interview with the respondents were also made in writing to the participating principals. Consent was obtained from the principals, stating that they were willing to participate in the study, and agreeing that the interviews could be recorded on audiotape. The undertaking was given that findings and recommendations of the study would be made available to respondents, and that they would be asked to verify whether the deductions were a true reflection.

3.8.3 Trustworthiness and ethical issues

The researcher conducted the interviews personally and was familiar with the settings, the participants and the topic under investigation. This understanding of the context and role of the researcher enhances awareness, knowledge and sensitivity to many challenges, decisions and issues that could have been encountered. The researcher established trust by indicating the purpose of the study and the planned use of the data. Participants had been chosen because of their key involvement in the school and because they possessed the competence to relate their feelings, experiences, concerns observations and whatever other feedback was expected of them. Participants were not subjected to any emotional stress, because their co-operation was obtained voluntarily. The tone of the interview was supportive and non-threatening.

Confidentiality of the data preserving the anonymity of informants and using the research to obtain certain information, were discussed. The researcher was aware of her experiences as well as those of the participants, and she was sensitive to the needs and rights of the respondents.

The researcher and the participants were all well-versed with the process, vocabulary and concepts relating to OBE. The interviews were conducted in the respondents' language of preference to establish a common and understandable means of communication between participants and interviewer. At the end of each interview participants were provided with a summary of their responses to verify the accuracy of the information which was captured. The results were truthfully represented as the research attempts to capture perspectives accurately.

3.9 DATA VERIFICATION

3.9.1 Ensuring credibility

It is vital that the study should be credible. Reliability and validity are important means of establishing credibility. However, as Babbie and Mouton (2001:276) point out, absolute validity, objectivity and reliability will never be obtained, and it therefore remains a goal and ideal towards which researchers must strive. Rubin and Rubin (1995:85) suggest that credibility is aided by transparency. This is achieved when the reader of a qualitative study is able to see the processes of data generation and analysis. Merriam (1989:201) claims that internal validity deals with the question of how the research findings match reality.

For conducting this study, multiple sources of data generation were used. Five school principals were selected to render a more representative image of their experiences of educational change and its impact on their leadership roles and responsibilities. Amongst the number of procedures that can be used to achieve credibility, I attempted to make use of a literature review, face validity and member checks.

3.9.2 Member checks

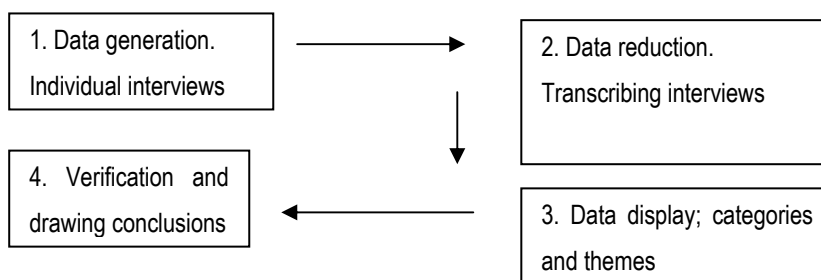
According to Babbie and Mouton (2001:275) member checks entail returning the transcripts to the participants, allowing them to confirm that what has been deduced and written, presents a true and valid reflection of their responses. Babbie and Mouton (2001:276) suggest that individual participants respond honestly and openly and do not use the opportunity to disagree with what they think others may disapprove of. Time was provided for each respondent to read through the transcript of their interview and to comment on both the actual interview and the

coding of the data. This provided them with an opportunity to validate the data generated through the interview.

3.10 DATA ANALYSIS

The researcher used the method of thematic analysis. Babbie and Mouton (2001:108) say: “Data analysis involves ‘breaking up’ the texts into manageable themes, patterns, trends and relationships”. Therefore the questions for the interviews were arranged according four themes which form a relationship and a coherent unit to align with the research question. The method of analysis that researcher adopted was based on a description of data analysis given in Miles and Huberman (1994:11). The authors suggest that following the process of data generation, the analysis process consists of three activities, namely data reduction, data display and data verification. These three activities occurred concurrently during the study and required interaction between the three areas and the data generation process. The following diagram (see figure 2.1) portrays the route of data analysis undertaken in this study:

FIGURE 3.1: ROUTE



Adapted from Miles and Huberman (1994:11)

The process started with the interviews and generation of data. Accordingly, my process of analysis began with the data reduction from the interview. This involved the transcription of all the interviews.

Patterns of experiences were identified. The patterns I looked for related directly to my research questions. Engelbrecht, Swart and Eloff (2001:258) state that this is the process of identifying units of meaning. It allows the researcher to identify categories within these broader patterns. Finally, through a process of clustering, this allows for themes to emerge, followed by the processes of verification and of drawing conclusions.

3.11 SUMMARY

How researchers view their world, dictates how they will conduct a research study. In the light of the fact that reality is individually constructed, the interpretive paradigm was chosen to conduct this study. This implies, as Eichelberger (quoted by Mertens, 1998:14) suggests, that the researcher attempted to describe what meaning the respondents attributed to their new leadership role and the responsibilities of managing and developing the curriculum as part of the process of educational change. The interpretive perspective provides a framework for research, which can best be described by the five case studies bounded by a common context. This paradigm also contributed to my choice of research methodology and data generation techniques. The researcher chose to use semi-structured interviews as data generation techniques. According to Mertens (1998:14) these are qualitative techniques favoured in the interpretive paradigm. Semi-structured interviews were conducted with each of the participants. The interview questions were based primarily on the research questions and research problem. Biographical and specific school context details were also requested, as this would provide the researcher with background information for studying the principals' experience of their dual roles and responsibilities during a period of educational change.

The data generated from the interview was analysed by comparing the data of the respective respondents in order to identify common themes and trends. Member checks were conducted as the respondents were given an opportunity not only to validate their own interview transcripts and comment on the researcher's codes and emerging themes, but also on the correctness of the inferences. Once this final process of data reduction was completed, the researcher set about arranging the data into themes. This was done in a variety of ways and included:

1. Summaries of individual interviews
2. Similarities and differences between interviews.
3. Themes emerging from the interviews.

The ethical issues had to be considered before the research process began and the researcher needed to be aware of these considerations throughout the entire process.

This chapter focused on the methodology employed during the study. Qualitative research methodology was described and the reasons for adopting this methodology were given. Once the research design was implemented, the findings were produced. These findings will be presented in Chapter four, focusing on the analysis and interpretation of the data generated through this process.

CHAPTER FOUR

INTERPRETATION AND ANALYSIS OF DATA

4.1 AIM OF THE CHAPTER

The aim of this chapter is to give an analysis and interpretation of the data generated during the interviews. This chapter will also focus on the interviews and the findings that emerged from the data. The empirical research was conducted from 17 June-12 July 2008. Four participants were headmasters of previously disadvantaged schools and one of an ex-model C school in a rural area within the proximity of the Western Cape Education Department. To ensure anonymity, codes will be used when referring to the responses of the participants. In the data analysis as generated from the interviews, they will be referred to as P1 for the first principal, P2 for the second one, etc.

The initial intention was to compare schools, but after the data generation process it became clear that this was not possible due to the uniqueness of each context. The interpretation of the data was thus done in an overall integrated way.

4.2 AIM OF THE RESEARCH

The main research question that was investigated (see paragraph 1.5) was to explore and describe how principals experienced their new roles and responsibilities as curriculum leaders and managers in a changing educational system. The secondary questions centred round the nature and extensiveness of the curriculum function of the principal as an instructional leader. The experiences of principals operating in schools undergoing transformation, as well as the guidelines, tools and support they would need for effectively managing the curriculum, would form part of the interview questions. The management of the principals' new curriculum responsibilities relating to curriculum change will also receive due attention.

4.3 QUESTIONS

4.3.1 Introduction

The questionnaire consisted of two main sections, i.e. biographical questions and the semi-structured questions that were used for the interviews.

4.3.1.1 Biographical questions:

This section contained questions concerning the participants' biographical background. Personal information about the respondents was very important, because it would provide the relevant background to a study of the leadership role of the principal with regard to educational change.

4.3.1.2 Semi-structured questions

This section of the interview schedule contained the specific semi-structured questions. The questions focused on the leadership and management roles and responsibilities executed by principals during educational change. This section also investigated their management of curriculum change, ways of dealing with resistance to change and the development of human capital.

The semi-structured questions posed to the respondents were divided into the following broad categories, namely (1) Educational Leadership (2) Academic performance and instructional leadership (3) Resource management (4) Empowerment and support to educators and (5) Educational change.

The more specific questions in each category follow in 4.3.1.3 below. (In the data analysis section, these questions will be referred to by category and number, e.g. A6, B4, etc.):

4.3.1.3 A. Educational leadership

1. How do you manage to carry out your leadership role and responsibilities, taking into account your heavy workload during the period of educational change?
2. What would you regard as a big impact of the curriculum on your management and leadership role as a principal?
3. What would you regard as additional to your previous roles and responsibilities?
4. Managing the curriculum bears a heavier weight. How do you experience it amidst your leadership and other management duties?
5. The principal plays an important role in developing and sustaining relational trust in the school. How do you experience it?
6. How can leadership be executed to embrace, motivate and support teachers in accepting the changes and demands of educational change in your school?

7. What, according to your opinion, is expected of principals in managing and implementing curriculum change and also your new role as curriculum leader?
8. What are the needs/tools/guidelines necessary for effective and sustainable curriculum management? What kind of support and encouragement did you receive or do you expect from the WCED to assist you in executing your new and additional roles and responsibilities?
9. What is your understanding of a democratic, participatory management style?

4.3.1.4 B. Academic performance and instructional leadership

1. What mechanisms do you have in place to ensure that effective curriculum management does ensue?
2. Academic assessment is one of the cornerstones of the success of an effective school. How do you ensure that this criterion is met?
3. How often does supervising of teaching/class visits take place and what is the educators' attitude towards these visits?
4. What formal/informal steps do you take to ensure that teachers perform their teaching duties effectively?
5. How do you as an instructional leader contribute to and influence a climate conducive to learning, and establishing a culture for effective teaching and learning? What do you see as the core responsibilities of the principal as an instructional leader?
6. To what extent are the values of the school (aims or mission) exemplified in the daily experience of every pupil, and how do you make sure that it happens?

4.3.1.5 C. Resource management

1. What are the constraints that hamper the effective curriculum leadership and management?
2. What steps do you take in drafting the school budget and how does it support the instructional programme?
3. How do you experience the delivery of the new curriculum with regard to parent involvement and infrastructure?

4.3.1.6 D. Empowerment and support for educators

1. What staff development and training programme did you organize or initiate to acquaint your staff with the new curriculum?

2. What formal/informal actions do you as the educational leader take to support the staff with regard to personal and professional development?

4.3.1.7 E. Educational change

1. What was your leading role as a principal during educational change?
2. What is most challenging with regard to the new educational system?
3. How do you know transformation/improvement has occurred in your school?
4. How did you as principal/leader experience the educational change with regard to OBE curriculum implementation and management?
5. How was the change received by the educators?
6. How did you experience resistance to change and how did you manage it?
7. How did you discuss/workshop the rationale for the change from content-based to the OBE approach to the staff?
8. How do you execute your leadership and educational role with regard to curriculum and institutional change and management?
9. How were the relevant stakeholders informed/ trained for OBE by the WCED?
10. How did you ensure that a climate of openness and trust, allowing for involvement and participation was created?

4.4.1 DATA ANALYSIS

4.4.1 Biographical information

A brief biographical overview was first given to describe the context.

Table 4.1: Gender

Gender	Number
Male	4
Female	1
Total	5

The table indicates that the majority of the respondents were males.

Table 4.2: Age

Years	Number of respondents
20-30 years	
31-40	
41-50	2
51-60	3
TOTAL	5

The table shows that the ages of the respondents ranged between 41 and 60 years. It could therefore be inferred that they had extensive teaching experience.

Table 4.3: Home language

Language	Number of respondents
Afrikaans	4
Isixhosa	1
TOTAL	5

The table shows that the majority of the respondents were Afrikaans-speaking.

Table 4.4: Qualifications

Qualifications	Number
DHE	4
BA (DHE)	1
TOTAL	5

The data indicated that the principals do comply with the minimum requirements for their positions, i.e. having at least four years of official training. One might ask the question whether some of them had furthered their studies after their initial teacher training, because this might impact on their particular views. Unfortunately this was not asked, and one cannot speculate on whether the level of qualifications had impacted on their views.

Table 4.5: Experience in teaching

Years of teaching experiences	Number of respondents
11-20	
21-30	5
31-40	
TOTAL	5

The respondents all has extensive teaching experience and one can deduce that they were exposed to the process of educational change over the last 10 years. It can therefore be inferred that not only did they have experience in teaching both the former and the new curriculum, but they also had leadership experience (see Table 4.6). It is believed that they experienced both the old and new curriculum as educators and according to the number of years of experience, during their period as principal.

Table 4.6: Experience as principal

Years experience	Number of respondents
11-20	4
21-30	1
TOTAL	5

From tables 4.5 and 4.6, it is clear that all the respondents have substantial teaching experiences and all of them experienced the educational change from content-based to the OBE method. It also became evident that they could make a valuable contribution regarding the research questions.

4.4.2 Summary:

From the biographical data it is clear that the majority of the respondents were males and Afrikaans-speaking. Their ages ranged between 41 and 60 years. They all met the requirements of having the minimum qualifications to be appointed as principal, and they also had quite a number of years’ teaching experience. Their experiences as principals of their schools ranged between 11 and 30 years. Based on their experience and the context in which they functioned, one can deduce that they would be in a good position to provide data that could assist them in answering the research questions.

4.5 INTERPRETATION AND DATA ANALYSIS GENERATED FROM INTERVIEWS

4.5.1 Introduction to the interview

An effort was made to establish a positive climate which would be conducive to active participation by all respondents. All the interviews started with the interviewer thanking the participants for their willingness to partake in the research. They were assured of the confidentiality of the process and reminded that they would be asked to verify their responses after the transcriptions had been made. These steps were taken to ensure the integrity of the process.

In the following paragraphs (4.5.2-4.9.10) the responses of principals to the various questions will be reported and analysed.

4.5.2 EDUCATIONAL LEADERSHIP

4.5.2.1 How do you manage to carry out your leadership role and responsibilities taking into account your heavy workload during the period of educational change? (See 4.3.1.3, A1.)

The responses to this question varied from some participants who indicated that it was a lot of work to those who were uncertain whether they had made the right decisions. Respondent P4 said: *...it is a big struggle. The structures (curriculum teams or committees) must be in place to assist with curriculum management....* One respondent indicated that leadership brings responsibility and that one still remained accountable, despite feeling disempowered. Respondent P1 referred to delegation for monitoring and action plans with timeframes which are in place. Respondent P2 said: *but the senior staff members are the whole day in class.* Respondent P.4 indicated that *...the principal is responsible and accountable for curriculum delivery. A lot of the WCED responsibilities loaded on the shoulders of the principal. ... not sure, if you take your own decisions then it is not right. It disempowered the principals (P5).* Four of the respondents focused strongly on managerial aspects, while Respondent P5 addressed it from a leadership perspective.

From these responses it seems that within this specific case, handling the workload and the change of the curriculum became more of a managerial issue than a leadership one.

4.5.2.2 What would you regard as a big impact of the curriculum on the management and leadership role of the principal? (See 4.3.1.3, A2.)

There is a mutual agreement amongst the respondents that the biggest impact was that curriculum change meant more work. In this regard respondent P2 indicated that it was *more work, a very big change and a vast task.* For respondent P4 it meant *more responsibilities for the Principal and the staff. They teach the whole day in class.* According to respondent P5 they *cannot lead and teach with too much admin work, but thankful for the checklist from the circuit which they use. The teachers know what I want and they ensure the stuff is ready.* Respondent P5 experienced the change of curriculum as very stressful. Principals were seen as the key role players and as leaders in the school they needed to take responsibility for managing and supporting curriculum change in the school, but the responses made it clear that principals felt they were overloaded. It is a concern that the principal (see above) regarded the extra work as a

burden, because management of the curriculum forms an integral part of the principal's instructional leadership duties. During the OBE training sessions the principals were informed about the extra administrative work, but one suspects that they did not realize the actual impact it might have on their workload.

4.5.2.3 What would you regard as additional to your previous roles and responsibilities? (See 4.3.1.3, A3.)

Four respondents referred to the burden of administrative work as being additional work, with the exception of respondent P1 who referred to *the implementation of policies whole school evaluation and school improvement plans that were introduced with the curriculum change*. The latter can be seen as a positive indication that this principal had focused on the broader picture of the school. Respondent P2 referred to *the lot of extra work and the big change*. Other comments included: *Managing the lot of admin work* (P3) and *More admin and less time* (P4), while respondent P5 also referred to *the lot of admin, the big leap from management to leadership and the fact that we were not trained to be principal but must assist the staff with the new method*. The role of the school principal in the traditional model was viewed as that of a manager with more managerial and administrative tasks and fewer teaching duties (Pretorius in Botha, 2004:239). As indicated in the literature review, the educational change resulted in the focus moving to instructional leadership. In fact, the principals should now be up front, leading the change process and taking charge of the destiny of the school. In this particular context this was obviously not the case, as the majority saw administration as an extra addition to the workload.

4.5.2.4 Managing the curriculum bears a heavier weight. How do you experience it amidst your leadership and other management duties? (See 4.3.1.3, A4.)

In spite of a considerable administrative workload, the principal should strive to give effective direction and support to the staff with regard to curriculum renewal. The responses to this question revealed that schools have curriculum teams in place to assist the principal, but as P.4 quoted *...although there is a curriculum committee, the principal is still responsible....* Respondent P5 is of the opinion that the principal must be a knowledgeable...*expert of curriculum and aware of change*. Respondent P1 mentioned that *curriculum management should be priority one. The principal cannot do it alone and needs a curriculum team to assist with managing*. Respondent P3 has *curriculum teams in place*, while P2 noted that *effective management could not take place in an overcrowded space*.

The responses revealed that all the respondents had structures in place to assist them with managing the curriculum, which is one way of empowering others and sharing leadership.

4.5.2.5 The principal plays an important role in developing and sustaining

relational trust in the school. How do you experience it? (See 4.3.1.3, A5.)

From the responses it is evident that respondents were trying their best to establish a sound relationship of trust with the staff. Respondent P1 felt that it was very important...*to be available for your staff*. This would certainly establish common understanding that can breed sound relational trust. More evidence in this regard is given by other respondents when they state the following: *to discuss negative issues* (P3); *...convince the staff that the principal believes they can improve and acknowledge the improvement and development which I can observe in their work* (P4); *...It took long to be accepted, trusted and you seldom get acknowledgement for your work, but give continuous support* (P5).

The responses made it obvious that the principals are acquainted with the prerequisites for mutual trust. They seem to employ these measures to establish a climate of sound inter-relational trust.

4.5.2.6 How can leadership be executed to embrace, motivate and support teachers in accepting the changes and demands of educational change in your school?

(See 4.3.1.3, A6.)

With regard to Question 6 it is obvious that the respondents have an idea of how to accept the change in their schools. *Motivation* (P1), *encouragement* (P5), *empowerment* (P3) and *give and take* (P5) were mentioned by three respondents, but respondent (P4) took it even further and focused on a *shared vision for the school and leading the school in a new direction, motivate, support the staff, praise and acknowledge improvement*. Respondent P5 also mentioned *shared leadership* which eventually leads to development. The leader, in collaboration with all the stakeholders, must create a vision, establish a direction, plan to achieve the vision, and market and sell the vision to the stakeholders.

The responses indicated the characteristics which were demonstrated by the respondents can be assigned to effective educational leadership.

4.5.2.7 What, according to your opinion, is expected of principals in managing and implementing curriculum change, and also of your new role as curriculum leader? (See 4.3.1.3, A7.)

All the respondents focused on the importance of the human factor concerning *guidance, appraisal acknowledgement and a positive attitude (P1), motivation, support (P2), sympathetic, guidance, support, encourage teachers to experiment with new ideas (P4)*. Respondent P2 commented as follows: *the professionalism of the human resource and my situation is different, they cannot tell me how to manage*. Although respondent (P5) supported the importance of *guidance, motivation and support for the staff*, he made the remark *that it is difficult to manage a class and a school. Change in curriculum needs a lot of monitoring and it needs a lot of time*. From the literature it became evident that the principal, as an educational leader, should act as the change agent, initiating and leading the process of change. Bradshaw & Buckner (1994:78) contend that the principals are the key agents to bringing about change in schools. There were no responses on the broader curriculum leadership functions by any of the respondents. The literature therefore verifies what was found in this particular case, i.e. that principals have a particular function as curriculum managers during a time of curriculum change.

4.5.2.8 What are the needs/tools/guidelines necessary for effective and sustainable curriculum management and leadership? What kind of support and encouragement did you receive or do you expect from the WCED to assist you in executing your new and additional roles and responsibilities? (See 4.3.1.3, A8.)

The responses to this question have been combined with the responses to Section F.

All five of the respondents are in need of guidelines ranging from *checklists to training and the needs for training to get educators positive about change*. The respondents are in need of *measuring tools, rubrics (P4)*. P5 specifically referred to *a checklist that was developed for the circuit which is very useful*. P4 requested the WCED to *supply more moral support from Circuit Managers*. *Training to be an educational leader and management of staff* was requested by P5 and P3. The general response to this question is that principals have too much work, are overloaded, must teach and be manager and leader all at the same time. *Effective training regarding curriculum leadership especially for counselling is needed (P2)*. Respondent P2 *asked for assistants for principals. We have our problems, must always be there for the staff (P2)*. Excluding *principals from class teaching* was a big outcry from *respondent (P2) and (P5)*. Respondent P5 requested *training for management, leadership and human resource management*.

From the responses one can assume that respondents were in need of guidance and support, and that the training they had received was not adequate to empower them for performing their duties effectively.

4.5.2.9 What is your understanding of a democratic, participatory management style?

(See 4.3.1.3, A9.)

Understanding the concept of a democratic, participatory leadership style varied amongst the respondents. The responses ranged from ...*involve all stake holders* (P1), *shared leadership* (P4) and *listen to input of educators* (P5), to *involve everybody* (P3). To be able to cope with the challenges experienced within educational change and to stay in line with the accelerating pace of change, a different style of leadership and management needs to be adopted. Transformational leaders motivate, inspire and unite educators regarding common goals (Black 1998:35 in Steyn, 2002:266). This style is conducive to promoting and providing support during change. This kind of management style will encourage staff to take ownership of the changes that are about to take place, because they will be part of the decision-making. Another style used about two decades ago is the autocratic style. There is still room for its application if the principal has to force the implementation of policies by those who resist change. Principals exhibiting an authoritarian management style lack the ability to change with the times (Prew, 2007:457). The management style exercised by the principal will also depend on the particular situation. The leadership style will determine to what extent the change will be perceived by the stakeholders. It is clear that the data obtained from this investigation is verified by the literature.

4.5.2.10 Summary

The analysis of the data regarding Section A (educational leadership) indicated that principals experience their new role and responsibilities as educational leaders in different ways, each according to their particular situations or schools. When South Africa embarked on educational change it had an impact on the leadership roles of the principals, as was predicted in the literature. From the responses of the participants it can be deduced that confusion or uncertainty exists regarding certain educational issues. Unfortunately, as indicated by the responses, principals felt that they were not adequately trained to fulfil their new roles and responsibilities as educational leaders to the best of their ability. Therefore they requested the Education Department to provide the necessary training. The heavy loads of administrative work and the fact that the principals and the senior management team who are supposed to assist with curriculum management are involved in class teaching, contribute to an unfortunate situation. They have a tight teaching schedule. For some of the principals it is really impossible to lead

and manage effectively, because of their teaching responsibilities. The need for training on how to manage the human resources and leadership responsibilities is apparent. From the responses it became clear that the significant difference between management and leadership responsibilities should be clarified. It can be inferred from the responses that principals are in need of moral support and in-service training for managing human capital. They also require management and leadership skills that would enable them to perform effective leadership to the advantage of the learners and the community they serve.

The majority of principals had attended what they referred to as crash courses, which did not provide them with adequate skills and knowledge. They indicated that they still required more support in the form of in-service courses and workshops on curriculum issues to help them manage effectively.

Respondents pointed out that they require to be retrained in order to be sensitised to the process of instructional leadership and management, and more specifically, become more knowledgeable about how exactly the curriculum should be managed and implemented to meet the individual needs of learners.

4.6 ACADEMIC PERFORMANCE AND INSTRUCTIONAL LEADERSHIP

The next set of questions focused on the academic performance and instructional leadership (See 4.3.1.4, Section B for specific questions.)

4.6.1 What mechanisms do you have in place to ensure that effective curriculum management does ensue? (See 4.3.1.4, B1.)

On the question what mechanisms they have in place to ensure effective curriculum management, three of the respondents identified mechanisms such as *Curriculum coordinator, curriculum committee internal moderation every quarter...* (P1). *Motivated staff members also contribute to effective management*, according to P4. *A checklist makes monitoring easy, good support system in circuit, policies and curriculum committees in place* (P5). For respondent P2 it was important to *listen and ask opinions of the staff*. According to the response it is clear that respondents had the necessary structures in place for effective curriculum management at the schools. Nothing was mentioned about specific action plans with well-defined timeframes to ensure effective curriculum management which would contribute to a well-organized system. The assumption can be made that respondents simply overlooked this important mechanism.

4.6.2 Academic assessment is one of the cornerstones of the success of an effective school.

How do you ensure that this criterion is met? (See 4.3.1.4, B2.)

The responses to this question indicated that structures for assessment were in place, but that the operational side was very vague. Three respondents (P1, P2 and P5) mentioned that they did have *assessment policy, an assessment Co-ordinator and regular assessment of educators and learners portfolios and that thorough monitoring and reporting procedures are in place*. Three respondents had curriculum committees in place to assist with curriculum management. P2 mentioned the *contradictory information that the Curriculum Advisors pass on which creates conflict*. Respondent P4 mentioned the *networking in the cluster and planning done in the phase*.

Based on the responses, it seems that there were firm assessment policies in the schools and that principals, as educational leaders, monitored the process on a continuous basis.

4.6.3 How often does supervising of teaching /class visits take place and what are the educators' attitude towards these visits? (See 4.3.1.4, B3.)

From the responses it was clear that class visits were not very popular and it should be regarded as a concern. Four of the respondents revealed that the staff did not approve of class visits. Respondent P1 said that the staff members were *not much positive but only allowed class visits with regard to the Integrated Quality Management System (IQMS)*. Respondent P5 regarded it *as a very controversial issue*. Educators are supposed to come to school well-prepared. How can quality assurance take place if class visits occur only once a year in some schools? The Integrated Quality Management System should be done according to prescribed policy. It is clear that in schools where this was done, class visits were not seen in a positive light. This might be one of the challenges for the principal as curriculum leader.

4.6.4 What formal/ informal steps do you take to ensure that teachers perform their teaching duties effectively? (See 4.3.1.4, B4.)

In response to the question asking which formal steps are taken to ensure that teachers perform their teaching duties, Respondent P4 indicated that *Informal pop-in visits together with informal discussions do take place*, but responses also varied from *regular staff meetings, effective control and monitor of educators planning, work schedules and assessment tasks* (P3) to *checking and monitoring educators planning at random* (P2). Participants also indicated that it was only fair that educators should be informed in good time when monitoring would take place. It might create the impression that principals spy on their educators, which could lead to

mistrust. In this regard, Respondent P1 said that *action plans with clear instructions what and when monitoring will take place* was a very good practice.

From the responses it was clear that the participating principals viewed the monitoring of teachers as necessary, but that it should be done in an inclusive and participatory way to ensure collaboration and unity.

4.6.5 How do you, as an instructional leader, contribute to and influence a climate conducive to learning and establish a culture for effective teaching and learning? What do you see as the core responsibilities of principals as an instructional leader?

(See 4.3.1.4, B5.)

Regarding the issue of creating of a climate conducive to effective teaching and learning, four of the five respondents were aware that a *motivational, appreciative, supportive and positive attitude should be demonstrated and also continuous support*. Respondent P2 focused on a *nice garden. Although there are seventy learners in a classroom our Literacy level increased with 40% which is a big win*. Respondent P4 believed in well-informed staff, saying that the staff should be *well-informed*. Respondent P3 said it was important to *listen to educators, motivate them and have sessions with them*. With regard to the second part of the question, the following responses were given. Respondent P4 said: *...get the parents involved*, while P3 referred to the *conduction of workshops and to delegate tasks. Delegation, thorough monitoring, support motivation and guidance*, was mentioned by P1, while P2 said: *you must check your vision and mission, leading, delegating, see that the structures are in place, policies implemented and effective communication*.

All these responses related to the qualities, roles and responsibilities of the instructional leader, in that it not only focused on the support principals should provide, but also on being a visionary person who would be able to communicate effectively and lead teachers in implementing the proposed change.

4.6.6 To what extent are the values of the school (aims or mission) exemplified in the daily experience of every pupil, and how do you make sure that it happens?

(See 4.3.1.4, B6.)

From this question emerged different ways of contributing to reaching the aims of the school. It was really heartening that one school also made provision for the holistic development of the

child through *extra-mural activities to give learners the exposure and plan to improve the Numeracy level (P2)*. Respondent P1 tried not to *divert from the time-table*, and he believed that they should *create an atmosphere conducive to learning and aim for the best for our learners*. Respondent P3 referred to *regular homework and learners are on time*, while *improvement in discipline of learners is evident* according to respondent P4. Both respondents P1 and P3 mentioned that *planning is done for learners with learning barriers*. Respondent P5 mentioned that learners were orderly in rows and on time.

Based on the above responses, it seemed that principals tried to inculcate the values of the school in an integrated way through the daily activities.

4.6.7 Summary

The atmosphere conducive to effective teaching and learning was established at every educational institution. Principals reported that the necessary structures for curriculum management were in place and that National Policies and Guidelines regarding the NCS were implemented. Considering the previous responses, it is obvious that in answering the majority of questions the principals revealed a positive perspective on what we regard as the core business of the schools. In question 5 where the focus was on creating an environment, one participant mentioned that the school had a beautiful garden and the literacy level increased by 40%. This was quite an exceptional performance, considering that there were 70 learners in a classroom. Answers to the question about instructional leadership showed that the respondents were not quite sure what the functions of this kind of leadership entailed. There might be some confusion regarding the terms “educational” and “instructional” leader. .

From the responses it was clear that principals viewed their roles as instructional leaders who carry the responsibility to improve academic performance in a serious light. There were shortcomings, but it can be deduced that the participating principals were sensitive to the needs of their learners and educators, and that they tried to implement systems to improve the performance during a time of change.

4.7 RESOURCE MANAGEMENT

Questions C1-3 (see 4.3.1.5) focused on the role of the principal as resource manager within the context of the curriculum.

4.7.1 What are the constraints that hamper the effective curriculum leadership and management? (See 4.3.1.5, C1.)

In response to this question, three of the respondents (P2, P3, P5) mentioned the *lack of textbooks*, while at one school *the kids lose the books and books are damaged because the school is being used by the community* (P2). Respondent P4 mentioned that *...teachers' guides are not easily available and user friendly*. The heavy workload again emerged as a problem that inhibited curriculum development. Respondent P1 claimed that *...the curriculum is made too complicated for the educators, the heavy workload of admin and too much red tape. Delegation to the staff is ineffective because they teach the whole day and besides that I have my own class which planning assessment and tasks I must manage. It is difficult with multi-grade classes and the principal also teaching* (P5). The lack of resources, *like a well-resourced library and laboratory are real stumbling blocks* for a few schools, hampering the curriculum delivery and implementation of the new curriculum, according to respondents P4 and P5.

It is clear that the participating principals viewed the management of resources as integral to the curriculum leadership, as it impacted on the effectiveness of the curriculum.

4.7.2 What steps do you take in drafting the school budget and how does it support the instructional program? (See 4.3.1.5, C2.)

All the respondents agreed that the budget should address the curriculum needs and not all the *staff members are involved in drafting the concept budget*. Respondent P1 mentioned the *budget is the backbone of curriculum delivery and is drawn up according the needs*. The heavy workload again emerged as a problem that inhibited curriculum development. Respondent P2 mentioned that the money is received *late from the Department and it jeopardizes the planning but they made a need analysis*. Both respondent P4 and P5 claimed that the budget must address the curriculum needs. Respondents P3 and P5 mentioned it *must be taken to the school governing body and to the parents for their input and approval*.

All the respondents were therefore of the opinion that the budget was essential for effective curriculum delivery and to ensure that the curriculum needs were addressed.

4.7.3 How do you experience the delivery of the new curriculum with regard to parent involvement and infrastructure? (See 4.3.1.5, C3.)

The involvement of parents varied from *average* (P1) to *poor, very poor* (P2), *bad* and *showing no interest* (P4) and *ignorant but try to support fundraising* (P3). All the respondents are of the opinion that they served *poor and disadvantaged communities and the attendance of meetings was very poor*. Respondent P5 is positive that *it will take time for parents to be involved*. The

infra-structure that was needed in schools includes libraries and a laboratory where experiments could be performed (P5). Resources at the school of respondent P1 were outdated and worn out.

Respondents held the view that active participation and involvement from parents were a big concern and should be improved. Although they had created opportunities to meet parents, principals still regarded this as a challenge to involve parents during a time of change.

4.7.4 Summary

The lack of resources, whether human or physical, played a major role in inhibiting the effective implementing and management of the curriculum. Principals experienced the lack of textbooks as stumbling blocks. Multi-grade classes and overcrowded classrooms were other inhibiting factors. More co-operation and involvement of parents would be highly appreciated. It is also a process which would take time to realize. The curriculum is the backbone of the educational institution and the principals ensured that the budget make ample provision for teaching and learning materials. Principals should also encourage educators to develop their own teaching and learning materials to prepare learners for maximum achievement. Most of the schools lacked essential resources like libraries for research and laboratories for the effective tuition of Natural Science.

4.8 EMPOWERMENT AND SUPPORT FOR EDUCATORS

The following questions focused on the empowerment of and support for educators. (See 4.3.1.6, Section D, for specific questions.)

4.8.1 What staff development and training programme did you organize or initiate to acquaint your staff with the new curriculum and what formal/informal actions do you as the educational leader take to support the staff with regard to personal and professional development? (See 4.3.1.6, D1.)

The responses to this question were combined with the responses to question D2. (See 4.3.1.)

One of the educational leader's key priorities should be to make provision for personal and professional staff development. The responses to this question varied from getting *motivational speakers* (P2) to *inviting the curriculum officials to conduct workshops and invite neighbouring schools* (P1). *It is expected of the principal to motivate the staff and to stay positive. They're not interested in further studies, no incentives. We are O.K. Arranged workshop in managing curriculum and how to deal with big classes* (P3). Respondent P4 referred to the *Whole School Evaluation which makes provision for staff development needs*. Respondent P5 arranged

workshops at school level, where policies and circulars were discussed. Teachers were motivated to attend workshops at the Cape Teaching Institute. On their return they implemented what they have learnt. Creating opportunities for the personal and professional development of teachers is one of the core responsibilities of the educational leader. In this regard respondent P1 indicated that he felt strongly about ...*effective guidance and support, motivating educators showed gratitude and interest, the needs are based on the Whole school evaluation because it looks at the broad picture*. Other responses were ...*motivate them to attend workshops* (P2, P4). Informal class visits with conversations were mentioned by respondent P3. Respondent P5 mentioned that they socialized at the end of every term, sharing their joys and grief, or springing surprises, while they even installed cupboards during the holidays.

It was not clear from the responses whether the participating principals tried to motivate teachers to take ownership of their own development through self-empowerment, or whether teachers waited for external opportunities.

4.8.3 Summary

Staff development should be regarded as a continuous process. Schools should have staff development teams in place, as well as a program worked out for the year. By empowering people, they are escorted on the road to becoming change agents. Opportunities ranged from formal training to informal socializing events. The principal must act as a renewal agent and take the lead in self-development by furthering his/her studies, presenting workshops to the staff and by attending workshops and short courses themselves. The rapid change in our country forces educators to increase their knowledge and also to act as change agents, because they are the ones who have to implement educational change. Dufour (1991:10) also claims that schools seeking meaningful improvement must make a commitment to staff development programs that are purposeful and goal-directed.

4.9 EDUCATIONAL CHANGE

The following questions addressed the principal's leadership role during educational change. (See 4.3.1.6, Section E, for specific questions.)

4.9.1 What was your leading role as a principal during educational change?

(See 4.3.1.6, E1.)

The respondents gave an indication of their own type of leadership by referring to their roles of *motivating, encouraging, supporting and inspiring their staff to accept the change*. Respondent

P1 saw to the distribution of the workload amongst the staff. It was a heavy task, not teaching, not doing justice to my learners. The exception was Respondent P5 who experienced it as terrifying, very difficult to part with old method I implemented for so many years, but had to guide, motivate and support all the way. This is confirmed in the literature by Fullan (1992:82) when he mentions planned change, school improvement, effective schools and staff development as aspects bearing the mark of the principal as central for leading and supporting change.

From the responses it was clear that all participating principals were of the opinion that they played a leadership role during the time of change.

4.9.2 What is most challenging with regard to the new educational system?

(See 4.3.1.6, E2.)

When asked what they found most challenging about the new educational system, the majority of the respondents mentioned the issues of writing, unnecessary repetition, that curriculum planning was made complicated for educators, the amount of administrative work, assessment and the curriculum which changed every now and then. Respondent P2 found it challenging to both teach in the classroom and manage the school when he said: *No, no, no, I do not see myself in a classroom. I cannot manage and lead.* Respondent P4 experienced the importance of *get[ting] my staff to make a mind shift, especially the older ones, as challenging. They queried the need for change. They need to be convinced to make a contribution for next generation.* The large classes were described as challenging by respondent P5, because it might affect the results of the systemic tests. The responses of the principals, saying that they motivated, encouraged and supported staff, were a most positive trend, but principals will also have to model what they communicate.

From the above it is clear that principals did experience certain challenges emanating from the process of change, but that they were aware of these challenges and willing to take them up. It is important to take note of this, because as curriculum leaders, they have to be open, flexible and willing to face these challenges in order to ensure relevant curriculum development in their schools.

4.9.3 How do you know transformation/improvement has occurred in your school? (See 4.3.1.6, E3.)

The responses of principals as they related the experience of transformation in their schools varied from *...a strong positive attitude among the staff* (P4) to *implementing NCS* (P2).

Respondent P1 mentioned the *positive attitude and collaboration among the staff. The work reflects the new curriculum planning*, reported P3. Respondent 5 said: *we must implement the policies and curriculum.*

The above responses revealed that a change in attitude among educators and transformation had in fact occurred in the participating schools, because mention was made of the NCS being implemented, while change in curriculum planning was also reported. Although no mention was made of new methodologies being implemented in the classroom and there was no reference to their teachers' new ways of teaching, it can be assumed that respondents were either not aware of changes that had taken place, or they were uncertain about the question.

4.9.4 How did you as principal/leader experience the educational change with regard to OBE curriculum implementation and management? (See 4.3.1.4, E4.)

From the responses it was evident that principals experienced the implementation and management of OBE very negatively. It was a *big challenge which brought in more responsibilities, too much written work and admin, repetition, not enough training and a broad area to manage* (P1). Respondent P3 indicated that he required more training and that it brought a lot of extra work and responsibilities. Respondent P5 experienced it as *very terrifying for me, very difficult to let go of the old system, I had to lead, motivate and had no alternative but I had to do it*. Respondent 5 also said that: *Educators had a negative morale, we are part of the old system and what is wrong with us? Our learners and parents are not ready and we needed resources to implement the new curriculum*. P2 experienced it as *not easy, absolutely, but we cried for one system, problem is principals were submitted to a crash course and not adequately trained*. Respondent P4 attended a course at the Cape Teaching Institute regarding curriculum management which he described *as worthwhile for me*.

Most of the respondents were negative because of a lack of proper training and the fact that they had to manage a curriculum for which the educators were not properly trained. To function effectively as a curriculum leader, one has to ensure that all stakeholders have the appropriate skills and common understanding of what the change is about. If the capacitating process is not undertaken during in-service training, this challenge (to enable educators with regard to the curriculum changes), becomes the responsibility of the principal. That requires certain curriculum knowledge, skills and management skills on the side of the principal as well. There is a perception amongst the respondents, however, that the challenge also lies in coping with insufficient training.

4.9.5 How was the change received by the educators? (See 4.3.1.6, E5.)

According to the responses, the changes were experienced in both a positive and a negative way at the participating schools. *Experienced teachers who have been teaching for several years were reluctant to change, because they were in a comfort zone*, according to respondent P4. Respondent 5 experienced it as *very negative in the beginning, very negative and comparisons were made between the two systems*, because over the years they have developed certain ways of doing things and found that it worked quite well. Consequently they would be reluctant to abandon tried and tested methods for new ones. *I had to employ progressive discipline*, said respondent P2, *as there were pain and anger and teachers prefer to stay with old methods. They were doubtful whether it would be successful*. Older people were very resistant. *It was experienced both in a positive and negative way* (P4). Respondent P1 said they experienced the change as very confusing, regarding it as both positive and negative. Based on the responses of the participating principals, it is clear that the teachers in the case study were dominantly negative and resisted change. Therefore, this would have created certain challenges for principals as curriculum leaders.

4.9.6 How did you experience resistance to change and how did you manage it?

(See 4.3.1.6, E6.)

According to the literature, the principal should act as the change agent and demonstrate a positive attitude towards change. This is not always easy, as the following responses from the participants clearly portrayed: Respondent P4 remarked: *It was a big challenge for me, I approve of change if it is for the better, for the people and the school. It was a big challenge to make a mind shift*. Respondent P5 remarked: *Nobody refused, we had no choice but to adapt, followed a pattern, go for training, come back and implement. It is difficult to manage the admin work*. According to respondent P1, *very little resistance was experienced, we had action plans with enough time for implementation*. These responses indicated how multidimensional the role of a change agent can be. Respondent P3 said: *The bigger lot of my staff resisted the change. I arranged workshops and invited the curriculum advisor to discuss the necessity for change, too many learners in the classroom and less staff*. Respondent 2 mentioned the importance of regarding staff as professionals and said that once you have a bond, it is easy. Another comment was that one should watch one's attitude.

Morrison (1998:15) argues that “... *part of the successful management of change is to identify participants' attitudes, values, beliefs and opinions and to ensure that these are fully*

informed". Educators feared the unknown, because they were used to the old system and did not know what to expect. It is alarming that principals experienced change as terrifying. One can assume that it related to difficulty in changing educators after so many years. Therefore it is of paramount importance that the principal should take the lead all the way, staying positive and allowing the educators to share their fears and challenges. If the principal is not prepared to accept and lead the change, it could have very damaging implications for the education enterprise (Carl, 2004:34). Change is necessary if we want to move forward. The principals, as leaders, must be sensitive to the personal and professional needs of individuals who have to implement the change (Fullan & Hargreaves, 2005:50).

In this particular context, it is clear that the responding principals experienced resistance to change in different dimensions. They had to apply effective curriculum leadership skills to overcome this, while in the process creating a climate which would be conducive to change.

4.9.7 How did you discuss/workshop the rationale for the change from content-based to the OBE approach to inform the staff? (See 4.3.1.6, E7.)

It is very important that educators should be familiarised with the reason and the rationale for change. Some individuals welcome change and will immediately become involved, while others tend to be wary and are likely to challenge the need for change. This process of familiarising their staff with the intended change was approached in different ways in the respective schools. One respondent obviously did it in a direct and "blunt" way: *I informed my staff that change and renewal is a constant, we'll have to accept it* (P1). Respondent P4 referred to the fact that they had to *develop a shared vision, discuss historical background. Educators had to adapt and accept the change and let the staff buy in*. Respondent 2 reported that: *you are not Ms/Mr know all, tell the staff you do not know, come back later with info*. Two respondents arranged workshops in order to prepare their teachers to make these changes. Fullan & Hargreaves (2005:38) note that the crux of change is how individuals come to terms with the reality of the change in the context of their familiar framework of reality. Educational change therefore depends on what teachers think and do. As everyone has their own perceptions and experiences, it is recommended that principals should be very sensitive in handling the change process. According to the literature, change is a phenomenon that affects all aspects of a person's life. It is about changing attitudes, perceptions and behaviour, and should therefore be regarded as a process of growth. The big exodus of principals in 1996 may possibly be attributed to the resistance to change. The majority of them are back in the system and still

enjoy teaching. They proved that people sometimes resist innovation and its implementation, because they lack knowledge and understanding of the change being initiated.

It is clear that the respondents had to use different strategies to discuss the rationale for change. Irrespective of which strategy was used, people had to accept and adapt to change.

4.9.8 How do you execute your leadership and educational role with regard to curriculum and institutional change and management? (See 4.3.1.6, E8.)

The respondents indicated in no uncertain ways that motivation played a key role in their leadership. In this regard one respondent said: *Motivate, motivate, motivate all the way* (P4). It was a challenge and a difficult situation for some principals because *...I had to lead and convince them to change* (P5). For respondent P1, it involved: *motivation, guidance, support, acknowledgement, more responsibilities and admin duties, but also development and growth in the school*. Respondent P2 remarked: *it is better now than in the beginning*. Respondent P4 also commented: *to paint an optimistic picture, be transparent and [allow] more freedom with responsibility*.

The literature confirms that teachers should be given shared responsibility (Davies & Ellison, 1997:65). Principals retain a pivotal role in the management of the institution and can exercise considerable influence over its direction, as long as they retain the confidence and support of their professional colleagues. Effective curriculum leaders need to provide ongoing support and encouragement to staff members, while also monitoring the effective implementation of the curriculum. The guidelines as stipulated in paragraph 1.6 suggest that the principal needs to lead the curriculum change process. With regard to the research question of this study and according to the responses, it can be inferred that the principals executed their curriculum leadership roles using their skills, experiences, attitudes and values to demonstrate their leadership qualities within educational change in a skilful and sensitive way. Referring back to the above-mentioned paragraph, it is clear that they focused on human capital as well as on leadership in educational change within institutions, which contributed to the acceptance of educational change.

4.9.9 How were the relevant stakeholders informed/trained on OBE by the WCED? (See 4.3.1.6, E9.)

All the respondents indicated that they were informed through circulars and workshops. Respondent P1 mentioned that *training was not enough. The teaching and learning material*

was insufficient. The researcher is of the opinion that the principal, as an official of the WCED, bears the responsibility to inform learners, as well as parents and the school community about the educational change. One cannot expect parents to assist their children if they are not well-informed. Principals can utilize various strategies to inform their stakeholders. The responses revealed that stakeholders were informed through circulars and trained by attending workshops during the holidays.

4.9.10 How did you ensure that a climate of openness and trust allowing for involvement and participation was created? (See 4.3.1.6, E10.)

The response to this question (E10) varied. One respondent indicated that an open and transparent leadership style was essential. Respondent P3 said that one had to *listen to colleagues*, while respondent P2 said that one had to *treat them as professionals although it is rather difficult to get 100% trust*. This is confirmed by respondent P4. It is important that the leader created an atmosphere where people would get the feeling of safety, develop self-confidence and enjoy the assurance of trust. Because leadership is about motivating and inspiring people, the principal should continuously demonstrate supportive behaviour and inculcate a climate of mutual trust. Principals could delegate tasks to staff, showing them that they are really being trusted.

4.10 SUMMARY

The modern leader needs to encourage and empower his colleagues. There needs to be openness and trust so that teachers can take ownership of the change. Botha (2004:239) says: “A professional school principal is the educational leader and manager of the school and therefore responsible for the work performance of all the people in the school”.

When educators are involved in participatory decision-making, they may take ownership of these decisions, which in turn can lead to the establishment of a sense of commitment and involvement. Educators participating in this study had developed academically and professionally. The perception created by the responses obtained from the majority of respondents, is that they are overburdened with regard to their workload. Due to time constraints they cannot really manage effectively. Senior staff members spend the entire day teaching in class. When can effective monitoring take place? The participating principals complained that they, over and above their leadership and management functions as principals, still had to be involved in class teaching as well. According to them it cannot be expected that they should teach and lead or manage simultaneously. Three of the principals who were interviewed are not involved in teaching, because they felt that they could not do justice to their learners’ expectations. The leader should always try

to act in an ethical way to establish a code of confidentiality and mutual trust between themselves and the individual educators. The principal must be consistent in his/her actions, treat people fairly and make no exceptions for certain individuals. The principal should try to act in humility, but with dignity, self-confidence and courage. These are all aspects that came to the fore in this study.

Biographical data of the participating principals were construed from information based on gender, age, home language, qualifications and the years of experience as educator/principal. The generation of this basic data formed an important component of the study, as it provided background information which could assist the researcher in exploring how the principals experienced their new roles and responsibilities as curriculum leaders and managers in a changing educational system.

The aim of the study, and therefore the primary research question, was to explore how the principals experienced their new roles and responsibilities as curriculum leaders and managers in a changing educational system. The afore-mentioned paragraphs of this chapter tried to describe how they truly experienced their roles as curriculum leaders in a time of change.

The data construed from the responses are displayed in tabular form. It tries to encapsulate the main trends and patterns that can be deduced from the mentioned data already described in a narrative form.

The table illustrates a concise reflection of the core similarities and differences of responses.

TABLE: 4.7: TRENDS AND PATTERNS EMERGING FROM THE DATA

A. EDUCATIONAL LEADERSHIP	TRENDS AND PATTERNS EMERGING FROM THE DATA
1. Leadership role and responsibilities	<ul style="list-style-type: none"> • Respondents delegate monitoring and regard it as shared leadership. • It is a challenge with regard to lack of time and the vast extent of work had a negative impact on the quality of effective leadership.
2. Change in leadership role	<ul style="list-style-type: none"> • Leading and teaching simultaneously, together with the heavy administrative workload, is a difficult task for educational leaders. • The vast amount of work is experienced as a very big change and stressful to the leadership roles. • Although delegation for the monitoring of the curriculum takes place, in the final instance the responsibilities and accountability

	still remained with the principal.
3. Additional responsibilities	<ul style="list-style-type: none"> • The heavy administrative workload of the leaders imposed a bigger challenge with regard to management. • Curriculum leadership is underestimated in this process.
4. Curriculum management	<ul style="list-style-type: none"> • See curriculum management as shared leadership. • It is difficult to monitor due to insufficient support. • Although it is a shared function, the respondents do not abdicate their accountability.
5. Developing; sustaining trust	<ul style="list-style-type: none"> • The leaders regard it as essential to be available for their staff. • They realize the importance of listening to their problems, and providing opportunities to discuss problems that can assist in establishing sound relationship. They employ measures to establish a climate of sound inter-relational trust. • The long time taken to establish trust until the principal was accepted by the staff was a minority case.
6. Supporting teachers in educational change	<ul style="list-style-type: none"> • Continuous motivation, encouragement, acknowledgement of improvement of educators' work will boost their morale. • The development of a shared vision combined with empowerment through delegation led to acceptance of change. • Characteristics demonstrated by the respondents can be assigned to effective educational leaders.
7. Managing and implementing curriculum Change	<ul style="list-style-type: none"> • The respondents see their roles related to guidance, motivation, support, a positive attitude demonstrated by the leaders and acknowledgement of any contributions made to the educational process.
8. Needs/tools/guidelines and support from WCED	<ul style="list-style-type: none"> • Leaders are in need of checklists, rubrics and measuring tools to ensure uniformity and effective curriculum management. • Furthermore, they are desperately in need of moral support from circuit managers. Training with regard to leadership and management of human resources, curriculum and counselling will contribute to effective leadership. • They hope to be released from class teaching, which will allow them more time to fulfil their leadership roles more effectively.
9. Democratic, participatory management style	<ul style="list-style-type: none"> • The delegation of tasks is a sign of shared leadership which eventually leads to empowerment and shared responsibility. • The involvement of staff, shared decision-making and the acknowledgment of their input motivated staff to accept leadership and change.

B. ACADEMIC PERFORMANCE AND INSTRUCTIONAL LEADERSHIP	TRENDS AND PATTERNS EMERGING FROM THE DATA
1. Mechanisms for curriculum management	<ul style="list-style-type: none"> • Effective educational leaders ensure that structures comprising curriculum committees, co-ordinators, assessment policies and plans are in place. • Checklists and a motivated staff which are prerequisites for effective curriculum delivery are also present.
2. Academic assessment	<ul style="list-style-type: none"> • Assessment plans, policies, curriculum co-ordinators and committees combined with the regular monitoring of learner and educators' portfolios compiled by the educational leaders, contribute to effective curriculum delivery.
3. Supervising of teaching/class visits	<ul style="list-style-type: none"> • This was experienced as a controversial and negative issue. • It is a big challenge for educational leaders.
4. Performing teaching effectively	<ul style="list-style-type: none"> • Informal visits together with informal discussions and regular staff meetings established a platform for monitoring teachers.
5. Responsibilities of instructional leader	<ul style="list-style-type: none"> • Motivation, support, appreciative attitude, delegation, as well as being a visionary person. These qualities can be attributed to the instructional leader.
6. Aims of school exemplified in daily experience	<ul style="list-style-type: none"> • Punctuality, as well disciplined learners and regular homework, portray the elements which contribute to effective teaching and learning. • Provision is made for extra-mural activities and inclusive teaching, as well as creating a positive climate for learning, which adds to the scope of leadership functions.

C. RESOURCE MANAGEMENT	TRENDS AND PATTERNS EMERGING FROM THE DATA
1. Constraints of curriculum management	<ul style="list-style-type: none"> • The lack of sufficient textbooks and resources impact on the effectiveness of the curriculum delivery.
2. Drafting the school budget	<ul style="list-style-type: none"> • Effective educational leaders ensured that the budget was based on curriculum needs and they regarded it as the backbone of the curriculum.
3. Infrastructure and parent involvement	<ul style="list-style-type: none"> • Respondents experienced it to vary from average to very poor. • Shortage of laboratories and libraries at schools. • Parental involvement is a big challenge for educational leaders.

D. EMPOWERMENT AND SUPPORT TO EDUCATORS	TRENDS AND PATTERNS EMERGING FROM THE DATA
1. Staff development and training programme	<ul style="list-style-type: none"> • Empowerment opportunities are arranged to unleash the creative hidden potential of staff which varied from inviting motivational speakers and departmental officials to conducting workshops. • Creating opportunities for the personal and professional development are core responsibilities of the educational leader.

2. Principal's support to personal and professional development	<ul style="list-style-type: none"> • Continuous motivation of staff for furthering their studies and attending short courses to enhance their skills and knowledge. • Demonstrating a positive attitude, effective guidance and support, combined with discussing policies and circulars regarding curriculum matters and Whole school evaluation which must be implemented at schools make provision for individual needs.
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E. EDUCATIONAL CHANGE	TRENDS AND PATTERNS EMERGING FROM THE DATA
1. Principal's leading role	<ul style="list-style-type: none"> • Motivation and encouragement, supporting and inspiring staff by all leaders affirmed the leadership role.
2. Challenge of educational change	<ul style="list-style-type: none"> • Complicated curriculum, large classes with less staff were all factors which contributed to the challenges facing leaders during curriculum change. • Irrespective of these challenges, they had to be open and able to convince their staff to make a mind shift.
3. Signs of transformation in school	<ul style="list-style-type: none"> • A positive collaborative attitude among the staff, implementation of NCS and curriculum policies, as well as the reflection of new curriculum planning, could be noticed in the schools.
4. Experience of educational change	<ul style="list-style-type: none"> • According to the respondents they received insufficient training and therefore lacked the skills to manage change. • It was a big challenge with more responsibilities and also a terrifying experience, leaving educators with a negative morale.
5. How educators reacted to change	<ul style="list-style-type: none"> • The educators were very negative and resisted change.
6. Resistance to change	<ul style="list-style-type: none"> • It is significant that change was not achieved without resistance. • It was a big challenge for leaders.
7. Discussion of rationale for change	<ul style="list-style-type: none"> • Leaders informed the staff that as change is constant and leads to growth and renewal, they had no alternative but to accept it. • A shared vision was developed and the staff took ownership of the change. Offer motivation and workshop on the need for change.
8. Institutional change and management	<ul style="list-style-type: none"> • The leaders focused on motivating and leading educational change.
9. How stakeholders were informed about OBE	<ul style="list-style-type: none"> • They were informed through workshops during the holidays, but it was not enough, especially regarding the lack of teaching and learning materials.
10. Creating a climate of openness and trust	<ul style="list-style-type: none"> • Honesty and transparency of the leaders, treat colleagues as professionals, listening to them contribute to a climate of openness and trust. • In a minority case it was difficult to obtain 100% trust.

From the interpretation of the data as described above, it is clear that principals, in this particular context, had very specific experiences of the educational change they were subjected to over many years. There is interrelatedness between the different subsections with regard to educational management and leadership.

There were similarities in the opinions, as well as small differences in some instances, but the core findings were verified by the literature review. The general experiences of the respondents indicated that educational change was experienced in different dimensions, but principals succeeded in executing their leadership roles, although it was very challenging in certain cases.

The next and final chapter will focus on the findings, conclusions, limitations and implications of the study. Recommendations for further studies will also be made.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter gives a summary of the main findings of the research which will then be followed by a discussion of the dual roles executed by principals as educational leaders. The chapter concludes with recommendations as well as a discussion of the shortcomings of the research project. An overview of the data analysis and interpretations of chapter four are provided. This serves to reconcile the data analysis process with the conclusions provided in this chapter.

The primary aim of the research which served as focus for the study was to explore how principals experienced their emerging roles in a period of educational change, and the impact it had on their leadership functions. To be able to answer the research questions, the researcher used a research design within the interpretive paradigm. The researcher wished to obtain a rich, in-depth description of the experiences and perceptions of the individual principals who were executing their emerging roles and responsibilities as curriculum managers and leaders in a changing educational system.

5.2 OVERVIEW OF THE STUDY

In chapter one the study was placed in the context of transformation in South Africa, with the emphasis on educational change. The focus of the study was narrowed down to one aspect of the school as a learning organisation, with specific attention to the emerging roles and responsibilities of principals as curriculum managers and leaders of educational change. The research aims, rationale for the research, research design and methodology, as well as the structuring of the detailed report of the research, were fully discussed.

Chapter two consisted of the outline of the conceptual framework by providing an exploration of the literature with regard to information on educational change and the impact of this change on the emerging roles of principals as curriculum leaders and managers. The rationale for curriculum change and the management of change, as well as consulting literature relating to empowerment of educators and the curriculum functions of educational leaders, were described. The nature and extent of the curriculum function of the principal as a curriculum leader were also discussed, and supplemented by a brief enquiry into leadership styles.

In chapter three the implementation of the research was introduced. The researcher used a qualitative research study within the interpretive research paradigm. Data were generated by means of semi-structured questions, and measures were taken to support the validity and credibility of the data.

In chapter four the raw data that were generated through semi-structured interviews were presented and analysed according to the categories in which the questions were grouped and analysed. A summary of the main findings emerging from the research project will now be discussed.

5.3 FINDINGS AND CONCLUSIONS

5.3.1 Educational leadership

The educational change occurring in South Africa emphasized the new roles and responsibilities for principals who are destined to play a vital role in ensuring the success of the curriculum change. Principals had to take on different and, very often, more complex roles. These changes obviously necessitated an awareness amongst principals of their new and additional responsibilities.

Management of the curriculum is an integral part of the leadership function of the principal. Due to their heavy workload, however, it is often delegated to other educators, although the principal remains the responsible and accountable party. It is of paramount importance to involve all the stakeholders in the initial planning and implementation phase to facilitate change and to establish trust. The leadership role of the principal is the most crucial indicator of the success and failure of curriculum change. The leader has to adopt a role of demonstrating the need for change, while he leads, guides, motivates and acknowledges the noticeable change.

Within the parameters of educational change and transformation it has become obvious that the principal has a cardinal role to play. His/her management style, positive attitude and willingness to adopt a new paradigm would eventually determine the degree of success in the implementation of change. Competent leaders employ varying leadership styles according to the demands of the specific situation. Evidently principals experienced the management of the curriculum as a burden contributing to their current heavy workload. Although delegation takes place, principals ultimately remain responsible and accountable. Principals are aware of their new responsibilities, but are in need of support, guidance, measuring tools and training with regard to human resources and management to perform their duties effectively.

5.3.2 Academic performance and instructional leadership

The leaders ensure that the necessary structures which contribute to excellent academic performance are in place. Instructional leaders should guide the school and all stakeholders in the process of accepting and maintaining high standards of educational achievements. Enthusiasm and effective leadership skills are crucial for performing this task. The participating principals acknowledged that a prerequisite for effective teaching was creating an environment conducive to learning, training well-disciplined learners and providing inclusive teaching and extra-mural activities. There are positive indications that the participating principals were not only aware of these needs and demands embedded in their leadership responsibilities, but that they succeeded in meeting most of these demands.

5.3.3 Resource management

The participating principals ensured that the necessary instructional resources which are essential to support effective teaching and learning were in place. The respondents acknowledged the importance of the school budget to strengthen curriculum delivery. The lack of parental involvement is still a big challenge for principals. They do realise, however, that they should embark on strategies to encourage young, active and educated parents to participate in school systems such as the School Governing Body and parent societies, rendering voluntary services and getting involved in extra mural activities. Parents should be encouraged to attend Adult Basic Education and Training centres to improve their literacy levels. This would enable them to support their children and understand the educational policies. Community involvement and ownership of schools have positive effects and are essential to the development of functional and effective schools. The privileged schools must be willing to share physical and human resources with disadvantaged schools.

5.3.4 Empowerment and support to educators

The school cannot function effectively if the human resources are inadequately developed. School planning should make provision for the continuous personal and professional development of all stakeholders. Leaders are responsible for the effectiveness of the schools as an organisation and should therefore develop programmes affording educators the opportunity to enhance their skills. The participating principals were aware of the needs and aspirations of all the stakeholders. They tried to provide staff development programs in an effort keep track of the pace of change and the expectations of their stakeholders. In order to deliver quality education that conforms to the expectations of parents and learners, principals should ensure that educators are assisted to understand and implement the new curriculum. Principals, as

leaders in educational change, should demonstrate the positive attitude towards change, serving as an example and thus motivating educators to further their studies. This would enable them to become life-long learners and improve their classroom practices.

The effective mechanisms that the leaders had in place were an indication that they regarded the development of the human capital as a valuable asset. This also proved that the principals managed this duty in accordance with the research question.

5.3.5 Educational change

The participating principals demonstrated the ability to initiate and innovate, showing that they take the lead and make things happen at their schools. The principals tried to keep abreast of modern educational trends and adopted a motivational, supportive and encouraging role which was absolutely necessary for educators to be able to make the leap. These principals accepted the responsibility to initiate the transition from the content-based curriculum and to support the staff in implementing the outcomes-based system. They experienced the educational change as very challenging and demanding. With regard to curriculum management, the principals delegated the tasks which pointed towards shared leadership and would eventually contribute to empowering the staff. With any situation of change, resistance is to be expected and principals had to apply sound management skills to convince staff to accept the change.

The stakeholders took ownership of the shared vision which was developed and they knew on which road the school was leading them. The participating principals continuously focused on their motivational and leading role. The leaders ensured that educators attended workshops during the holidays to become acquainted with the new curriculum. It was very important for principals to inspire, support, motivate, acknowledge and treat staff with empathy, sharing the good and the bad with them in an effort to establish a sound climate for trust.

The principals realized that by demonstrating an open, transparent attitude, it could contribute towards a climate of openness and trust among the stakeholders. The above-mentioned findings and conclusions reflect the roles and responsibilities of principals during educational change and how they were met by participants in this study.

5.4 EDUCATIONAL IMPLICATIONS

Principals need to be adequately empowered and trained to give direction, lead and initiate educational change. If that is not the case, it can be detrimental to the educational process.

Principals requested to be released from class teaching so that they would be enabled to operate as instructional leaders and assist and support staff where desperately needed. The Education Department should make use of the expertise, knowledge and experience of principals that are well acquainted with the system. It is highly important that the principal should make the paradigm shift to convince their subordinates to accept and adapt to change. There should be continuous support for the principal.

Answers to the research questions revealed that certain limitations still had to be addressed, such as adequate training which would capacitate principals to initiate change and act as agents for change. The respondents had many years of teaching experience besides acting as a principal. Despite the fact that they were familiar with their responsibilities and tried their best, the study revealed there was still some uncertainty about what leadership entailed. There is a very deep outcry for training, guidelines and tools that would equip principals to execute their duties effectively and professionally. They requested support, training and guidance from the WCED to be capacitated in managing human capital as well as educational leadership. The principals believed that their training was inadequate, which caused them to feel incompetent and insecure with regard to certain aspects of monitoring and managing the new curriculum.

5.5 RECOMMENDATIONS

In the light of the results of this study, the following recommendations may contribute towards the alleviation of some of the problems encountered by participating principals during educational change. It might also help to prepare novice principals to execute their duties effectively. The following studies should be considered for future research.

- The comprehensive curriculum functions of the principal as educational leader need to be explored more extensively.
- How educators in the General Education and Training band experience the educational change.
- The essential training, skills and guidance required by principals for effective curriculum change and management.

5.6 LIMITATIONS OF THE STUDY

This research represents only a small-scale study and cannot be generalised to the larger education population in South Africa, in particular with regard to culture, race and religion. A larger or more comprehensive study or similar studies done concurrently across a wider range of school contexts, and including a more diverse sample of principals, might have been more

effective. The involvement of educators could have added a broader perspective on the outcome of the research.

5.7 CONCLUSIONS

It is clear that there had been major curriculum changes which are to continue for the time to come. This means that many of the current principals will continually be subjected to curriculum changes. The attitude that principals project towards change will determine how they deal with it. As educational leaders, principals must act as agents for change and they should be empowered with the necessary skills, knowledge and values to initiate such change. If not, their schools will stagnate and there will be no direction or vision for that particular school to articulate and follow.

The researcher is of the opinion that although people resist change initially, and despite the negativity and inadequacies surrounding the new curriculum, there is hope that with time and effort, and given the total commitment of all stakeholders to implement the new curriculum, we have already succeeded in accepting the change.

The above results prove that the leadership roles and responsibilities of the principals as curriculum leaders and managers in a changing educational system in South African schools are fraught with tremendous responsibilities. Principals experienced the nature and extent of their curriculum functions as a very complex and demanding situation. They were entrusted with the responsibility of leading and guiding the process in schools. Apart from this curriculum function, they were also responsible to manage, monitor and evaluate the curriculum change. Although the participating principals have embraced the leadership role and tried their best to motivate and guide their staff in working towards the delivery of effective teaching and learning, they are still in need of support. The Education Department provided guidelines and policies which they implemented and adhered to, but uncertainty and confusion are still regarded as obstructions that hamper the effective execution of principals' management and educational responsibilities.

With regard to the research question of this study it appeared that the principals are completely content with the managerial functions, because that aspect of leadership has been the focal point for many years. With the dawning of the democratic era, educational change was implemented and there was a marked shift in roles and responsibilities. The study revealed that some of the principals were confused about their new roles as curriculum leaders, and they experienced it as

problematic, terrifying and a struggle with too much administrative work. They require simple, clear guidelines on managing and monitoring outcomes-based curriculum. It appears, therefore, that principals are not fully acquainted with how to manage their new curriculum responsibilities and its implementation. Leadership qualities and expertise need to be developed. This implies that there is room for a very strong training intervention. The Education Department should provide incentives for principals, inspiring them to embark on life-long learning and register for courses. By furthering their studies they will capacitate themselves to fulfil their duties with excellence.

The study revealed an urgent need among principals to be released from teaching by the Education Department. By reducing their heavy workload, the department will enable them to execute their roles and fulfil their responsibilities more effectively. Principals postulate that the vast administrative workload prevents them from paying due attention to their core responsibilities as educational leaders. Principals, as instructional leaders, should contribute to generating a creative climate where effective curriculum development can flourish. The ideal management style displayed by educational leaders will contribute to stronger teamwork amongst the staff, and will enable educators to employ all their talents and energy in order to solve problems experienced around curriculum change. Effective instructional and educational leadership therefore appears to be an important determinant for successful curriculum development.

It can therefore be concluded that the aim of the study and the primary research question which was explored, namely how principals experienced their new roles and responsibilities as curriculum leaders and managers in a changing educational system, were well addressed and answered.

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APPENDIX A

BIOGRAPHICAL INFORMATION

Biographical information

Please tick in the appropriate box

1. Gender:

Male	
Female	

2. Age

31-40	
41-50	
51-60	

3. Home language

Afrikaans	
English	
Other	

4. Please write qualifications in box

5. Experience in teaching

11-20	
21-30	
31-40	

6. Experience as principal

1-10	
11-20	
21-30	
31-40	

APPENDIX B

SEMI-STRUCTURED INTERVIEW

A. Educational leadership

R: Question 1. How do you manage to carry out your leadership role and responsibilities taking into account your heavy workload during the period of educational change?

Re: Delegation and monitoring takes place. Action plans are drawn up with timeframes in collaboration with the staff.

R: Question 2. What would you regard as a big impact of the curriculum on the management and leadership role of the principal?

Re: It is more monitoring, delegation and involvement of all the stakeholders to let them buy in the implementation of the new curriculum.

R: Question 3 What would you regard as additional to your previous roles and responsibilities?

Re: Implementation of policies, whole school evaluation, school improvement plans and staff development workshops.

R: Question 4. Managing the curriculum bears a heavier weight. How do you experience it amidst your leadership and other management duties?

Re: It is priority no. one and the most important. The principal cannot manage it alone. The school must have a curriculum team, curriculum coordinator and school support team to assist the principal.

R: Question 5. The principal plays an important role in developing and sustaining relational trust in the school. How do you experience it?

Re: I see it as a very big challenge. The principal must always be available for the staff. Expect from the staff that you expect from yourself.

R: Question 6. How can leadership be extended to embrace, motivate and support teachers in accepting the educational change in your school?

Re: Promote self-confidence through motivation and appraisal.

R: Question 7. What according your opinion is expected of principals in managing and implementing curriculum change and also your new role as curriculum leader?

Re: Guidance, appraisal, acknowledgement and positive attitude will be effective.

R: Question 8. What are the needs/tools/guidelines necessary for effective and sustainable curriculum management and leadership? What kind of support and encouragement did you receive or do you expect from the

WCED to assist you in executing your new and additional roles and responsibilities?

Re: I am convinced of effective training, a positive attitude with regard to educational change and implementation of the new curriculum and thorough monitoring when implementation had taken place. Very little guidance by curriculum advisors and they contradict each other which lead to confusion.

R: Question 9. What is your understanding of a democratic, participatory management style?

Re: Involve all the stakeholders.

B. Academic performance and instructional leadership

R: Question 1. What mechanisms do you have in place to ensure that effective curriculum management does ensue?

Re: The school has Curriculum coordinators and Learning Area heads who assist with monitoring and evaluation. The school has an assessment program and internal moderation takes place on a quarterly basis. Controlling and monitoring of planning, portfolios of educators and learners are monitored and assessment policies are in place.

R: Question 2. Academic assessment is one of the cornerstones of the success of an effective school. How do you ensure that this criterion is met?

Re: Learning area heads ensure that thorough monitoring and reporting takes place. Effective monitoring structures must be in place.

R Question 3. How often does supervising of teaching/class visits take place? What are the educators' attitudes towards these visits?

Re: Educators do not feel too positive about it. IQMS is compulsory.

R: Question 4. What formal/informal steps do you take to ensure that teachers perform their teaching duties effectively?

Re: Action plans with clear instructions of what is expected of educators, what is going to be monitored and when it will take place.

R: Question 5. How do you as an instructional leader contribute to and influence a climate conducive to learning and establishing a culture for effecting teaching and learning? What do you see as the core responsibilities of the principal as an instructional leader?

Re: Motivational and appreciative attitude is demonstrated. I do selective delegation and thorough monitoring. Effective delegation with the necessary support, motivation and guidance is important.

R: Question 6. To what extent are the values of the school (aims or mission) exemplified in the daily experience of every pupil and how do you make sure that it happens?

Re: Aim for the best, a value system and atmosphere for learning is taking place. Maximum learning is taking place. The timetable is followed by all educators. Do not divert from the timetable. Yes, in particular for the learners with learning barriers. An atmosphere conducive to learning can be experienced at the school. Only the best learning for our learners.

C. Resource management

R: Question 1. What are the constraints that hamper the effective curriculum management?

Re: A heavy load of administrative tasks. Proof of evidence must always be provided. It takes a lot of time to write everything down and too much unnecessary red tape. Curriculum is made too complicated for educators. I am responsible for class teaching. Must delegate to my Heads of Department. They are in class the whole day. I have my own assessment, tasks to be done, they too. It is difficult to manage.

R: Question 2. What steps do you take in drafting the school budget and how does it support the instructional program?

Re: It is a team effort of the whole staff. Guidance is given by the principal and financial clerk. Streamline budget according to the needs of the school, learners and staff. Budget is the backbone of curriculum delivery.

R: Question 3. How do you experience the delivery of the new curriculum with regard to parent involvement and infrastructure?

Re: We had resources, but it became outdated and worn out. Parent involvement from good to bad. We serve a poor community.

D. Empowerment and support for educators

R: Question 1. What staff development and training programme did you organize or initiate to acquaint your staff with the new curriculum?

Re: Invited the chief curriculum co-ordinator to conduct a workshop at our school and invited the neighbouring schools.

R: Question 2. What formal/ informal actions do you as the principal take to support your teaching staff?

Re: Effective guidance, support, motivation and interested and also gratitude. Our staff

development needs are based on our Whole School Evaluation where we looked at the broader picture than the classroom.

E. Educational change

R: Question 1. What was your leading role as a principal during educational change?

Re: Motivation, a positive attitude and distribution of workload among the staff.

R: Question 2. What is most challenging with regard to the new educational system?

Re: A lot of writing, unnecessary repetition. The curriculum planning is made very complicated for the educators. Differentiation with regard to planning and tasks for learners.

R: Question 3. How do you know transformation/improvement has occurred in your school?

Re: Personal and professional growth of the educators had taken place. Positive collaboration and attitude with regard to renewal can be noticed.

R: Question 4. How did you as principal/leader experience the educational change with regard to OBE curriculum implementation and management?

Re: I see it as a very big challenge and responsibility. There was too much written work/admin and repetition and not enough training. It is a very broad area to manage.

R: Question 5. How was the change received by the educators?

Re: Very confusing, both negative and positive and not enough teaching and learning material.

Re: Question 6. How did you experience resistance to change and how did you manage it?

Re: Very little resistance. We kept those that were successful and action plans with enough time for implementation.

R: Question 7. How did you discuss/workshop the rationale for the change from content-based to the OBE approach to inform the staff?

Re: Renewal and growth is constant and will always be with us. They have to accept and adapt to it.

R: Question 8. How do you execute your leadership and educational role with regard to curriculum and institutional change and management?

Re: Motivation. More responsibilities which involve staff, learners and parents, development and growth of the school. More administrative duties and responsibilities with less staff and time and too much written work. I give guidance, support, motivation and acknowledgement.

R: Question 9. How were the relevant stakeholders informed/trained for OBE by the WCED?

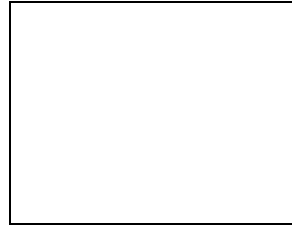
Re: Not enough, especially not enough teaching and learning material.

R: Question 10. How did you ensure that a climate of openness and trust, allowing for involvement and participation was created?

Re: Honesty and transparency should be executed by the principal.

APPENDIX C

COPY OF APPLICATION TO CONDUCT RESEARCH



Dr. R.S. Cornelissen
Western Cape Education Department
Cape Town
8000

Dear Dr. Cornelissen

I am requesting your permission to interview principals in the proximity of the Western Cape Education Department.

The title of the research topic is:

THE EMERGING ROLES OF THE PRINCIPALS AS CURRICULUM LEADERS AND MANAGERS IN THE NEW EDUCATIONAL DISPENSATION

The goals of the research will be as follows:

To explore how principals experience the educational change and the impact it had on their leadership roles with reference to the specific functions and responsibilities regarding curriculum involvement on the different curriculum levels in the system as well as curriculum management. To explore the nature and extent of the curriculum roles of the principal as curriculum leader and what guidelines/tools are needed in managing the curriculum effectively.

The phenomenon under study will be principals who are representative of the three post apartheid Education Departments. Participation will be voluntary and the following criteria will be used to select the volunteer group for the study so that it included principals from ex-Model C schools, ex-House of Representative and schools of the former Department of Education and Training,

1. Female and male principals of primary and intermediate schools,
2. Well-resourced schools and
3. Schools from previously disadvantaged areas.

Given the historical marginalisation of women in South African Schools in favour of male teachers, there could be gender difference in principals' experience.

Please find attached letter of motivation of my Supervisor, Prof. Arend Carl at the University of Stellenbosch.

Kindly consider my humble request.

Yours faithfully

Sybill Gertrude October

APPENDIX D

**COPY OF LETTER OF CONSENT FROM WCED
TO CONDUCT RESEARCH**

Ms Sybill October
P.O. Box 12
STANFORD
7210

Dear Ms S. October

RESEARCH PROPOSAL: THE EMERGING ROLE OF THE PRINCIPALS AS CURRICULUM MANAGERS IN THE NEW EDUCATIONAL DISPENSATION.

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **15 June 2008 to 15 July 2008**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr R. Cornelissen at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as submitted to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:
The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000

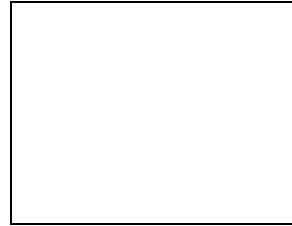
We wish you success in your research.

Kind regards.

Signed: Ronald S. Cornelissen
for: **HEAD: EDUCATION**
DATE: 30 May 2008

APPENDIX E

COPY OF LETTER TO PRINCIPALS TO CONDUCT RESEARCH



The Principal

Dear Sir/Madam

I am currently conducting research for my Master's Degree in Education and request your permission to be interviewed.

The title of the research topic is:

THE EMERGING ROLES OF THE PRINCIPALS AS CURRICULUM LEADERS AND MANAGERS IN THE NEW EDUCATIONAL DISPENSATION

The goals of the research will be as follows:

To explore how principals experience the educational change and the impact it had on their leadership roles with reference to the specific functions and responsibilities regarding curriculum involvement on the different curriculum levels in the system as well as curriculum management: To explore the nature and extent of the curriculum roles of the principal as curriculum leader and what guidelines/tools are needed in managing curriculum effectively.

The phenomenon under study will be principals who are representative of the three post-apartheid Education Departments.

Participation will be voluntary and the following criteria will be used to select the volunteer group for the study to include principals from ex-Model C schools, schools of the former House of Representative and schools of the former Department of Education and Training,

4. Female and male principals of primary and intermediate schools
5. Well-resourced schools and
6. Schools from previously disadvantaged areas.

Given the historical marginalisation of women in South African schools in favour of male teachers, there could be gender difference in principals' experience.

Kindly consider my humble request.

Yours faithfully

Sybill Gertrude October

APPENDIX F

**COPY OF LETTER FROM SUPERVISOR TO
WCED**



UNIVERSITEIT • STELLENBOSCH • UNIVERSITY
jou kennisvenoot • your knowledge partner

19 Mei 2008

Dr RS Cornelissen
WKOD
Privaatsak X9114
KAAPSTAD
8000

Geagte dr Cornelissen

VERLOF AAN MED-KANDIDAAT SG OCTOBER (Studentenommer 15007812) OM NAVORSING
IN VERBAND MET MAGISTER NAVORSING TE DOEN

Mev SG October, 'n Magisterstudent van ondergetekende (Studentenommer 15007812), is tans besig met navorsing oor die ervaring en persepsies van skoolhoofde ten opsigte van hul beleving van onderwysveranderinge. Binne die huidige konteks is dit 'n uiters relevante en tydige studie. As deel van haar kwalitatiewe navorsing moet sy ook onderhoude met enkele skoolhoofde voer en vraelyste laat voltooi.

Vir hierdie doel beoog sy om enkele skole in Kring XXX van die XXX-OBOS te nader om die betrokke onderhoude by te voer (sy is self 'n skoolhoof op XXX). Die onderhoude sal na-uurs afgeneem word en sal dus nie die skoolprogram ontwrig nie.

U word dus hiermee vriendelik versoek om toestemming te verleen dat sy wel die betrokke skole in haar navorsing kan gebruik.

As studieleier sal ek uiteraard sorg dat die vereistes wat u gewoonlik stel, streng nagekom word.

Kontak my asseblief by 021-8082285 (of aec2@sun.ac.za) indien u enige navrae het. Baie dankie by voorbaat vir u gunstige oorweging van die versoek.

Vriendelik die uwe

PROF AE CARL
Studieleier

KANTOOR VAN DIE ADJUNKDEKAAN (ONDERRIG)/ OFFICE OF THE DEPUTY DEAN (TEACHING)

FAKULTEIT OPVOEDKUNDE · FACULTY OF EDUCATION

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