

UNIVERSITY OF CAPE TOWN
FACULTY OF EDUCATION

**SCHOOL ORGANISATION DEVELOPMENT AS A STRATEGY FOR
DEVELOPING LEADERSHIP AND MANAGEMENT:
THE CASE STUDY OF INTLANGANISO SECONDARY SCHOOL.**

**A dissertation presented in partial fulfillment of the requirements
for the Degree of MASTERS IN EDUCATION SUPPORT.**

by

Patricia Nosisana Makhoba

September 1998

Supervisor: Terry De Jong

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ABSTRACT

This study is aimed at examining school developmental processes with regard to leadership and management experienced by Intlanganiso, a secondary school located in the disadvantaged community of Khayelitsha (a township situated approximately thirty kilometres from Cape Town), and the relationship of these processes to the school organisation development approach (OD) used by the Teacher Inservice Project (TIP). It also includes discussing the "findings" of this study in terms of education reforms in South Africa. Participants in the study included the principal, deputy principal, heads of department, educators, learners, parents and people from TIP.

Qualitative research and case study methodologies were employed in order to explore the development of leadership and management at the school. Information was obtained via interviews, observation and documents. TIP's OD model was examined. Literature was reviewed in order to determine the role of school OD as a strategy for school improvement, particularly in relation to the development of leadership and management in schools.

Substantive issues that emerged in the analysis of the data are highlighted. The findings of this study highlighted the importance of OD as a strategy for the development of leadership and management and school development. The role of OD is also examined in relation to the development of leadership and management.

DECLARATION

I, Patricia Nosisana Makhoba declare, that "School Organisation Development as a Strategy for Developing Leadership and Management: The Case Study of Intlanganiso Secondary School" is my own work and that all sources I have used or quoted have been acknowledged.

Signed by candidate

Signature

15/09/98

Date: September 1998

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Grateful acknowledgement and respect is extended to:

The principal, educators, parents and learners at Intlanganiso Secondary School for participating and in making this study possible.

My supervisor, Terry De Jong, who gave me his time and energy. He was always there for me when I needed help and he motivated me throughout.

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CHAPTER ONE: BACKGROUND AND RATIONALE

1.1 AIM OF THIS STUDY

This study is concerned with the changes and development that have taken place, particularly in leadership and management, at a secondary school in a black township in Cape Town, which is engaged in an organisation development process with a non-governmental education organisation. More specifically, the aim of this study is to examine developmental processes with regard to leadership and management experienced by Intlanganiso, a secondary school located in the disadvantaged community of Khayelitsha, and the relationship of this process to the school organisation development (OD) approach used by the Teacher Inservice Project (TIP). Included in this aim is discussing the school's development in relation to education reforms in South Africa.

Before examining the broader educational context of South Africa, it seems appropriate to present a brief contextual and historical overview of the school used in this study.

1.2 AN OVERVIEW OF THE CASE

Intlanganiso Secondary School is located in Site C in Khayelitsha, approximately thirty kilometres from Cape Town. It is a modern three-storey school building surrounded by an informal settlement. Like all historically disadvantaged schools, it is under-resourced and overcrowded. The majority of the learners come from the surrounding area. There are few educators living in the area. The staff is mixed; there are black, white and coloured teachers. Many learners and educators use cars, trains and buses to get to school. This affects the school's starting times and participation in extra-mural activities because both learners and

educators frequently do not arrive on time for the start of the school day and also cannot stay for extra-curricular activities because they have to catch a train or bus at a certain time.

The leadership and management of the school consist of two deputies, a principal and nine heads of department. The one deputy is much older and more experienced than most of the educators in the school. He taught the principal while he was at school. The principal is young and energetic. There is a secretary who does the school's administrative work.

The school originated from a finishing school with twenty five educators catering for only Grade Twelves (standard tens) in Zonnebloem in Cape Town. In 1995 it changed to a normal high school and was relocated to Site C in Khayelitsha. With this change the school had to employ an additional twenty two educators. While the school was waiting for its building to be finished, the educators were platooning with the "new" educators teaching Grades Nine and Ten (standards seven and eight) in the afternoons and the "old" educators teaching Grades Eight and Eleven (standards six and nine) in the mornings. When the school building was completed, it had a problem of overcrowding. As a result of this the staff room was used as a classroom.

In 1993, as a result of the lack of support the principal and the Disciplinary Committee were experiencing from the educators, the principal approached the Teacher Inservice Project (TIP) for assistance. TIP is a school development project located in the Department of Didactics, Faculty of Education, at the University of the Western Cape. TIP aims at building the capacity of schools to manage change effectively with a view to becoming a learning organisation. In brief, TIP assisted Intlanganiso Secondary School in drawing up a development plan which would guide the school towards the improvement of the quality of

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teaching and learning. The development plan was based on the needs of the school.

The school has a very active Parent, Teacher and Student Association (PTSA) which supports the school. The parents in the PTSA are the only ones who participate actively in the school affairs. Others come only to register their children and fetch reports. The parents in the PTSA are also involved with TIP. They have attended workshops on School Governance facilitated by TIP. The workshops focused on developing the capacity of the governing body to manage its responsibility as cited in the South African Schools Act.

There is a School Development Committee (SDC) which consists of the principal, one deputy, two heads of departments and four post-level one educators. The post-level one educators are the most active in the SDC. The SDC aims developing the school. The SDC is working hand-in-hand with TIP. It runs meetings, discusses what is happening in the school and community, looks at strategies in terms of what can be done and organises workshops.

There is a Student Representative Council (SRC) in the school which represents the learners. The SRC has been working with TIP too. In accordance with the Schools Act (1996) the learners have been informed through workshops of the new roles they have to play in the governance of the school. Members of the SRC have attended workshops facilitated by TIP on leadership and governance. TIP also facilitated the election of the new SRC at the end of 1996. With the help of TIP, a school newspaper was started.

1.3 EDUCATIONAL PROBLEMS AND CHALLENGES IN SOUTH AFRICA

Education under apartheid in South Africa was racially biased and ethnically based. Inequalities during apartheid times seriously damaged black schools. As pointed out by Druker and De Jong (1996:18), the education system was "grossly inadequate and riddled with complex problems". Apartheid has left schools, especially those in the disadvantaged communities, in a chaotic state. It was characterised by an authoritarian education system, demoralized personnel, inadequate facilities, major inequalities, and leadership and management crises (De Jong, 1996).

With regard to the authoritarian education system, a top-down management style was used by the officials in the Education Department. Decisions came from the head office. They were handed down to the regional offices and then to the principals. The principals then administered the decision to the educators without any discussions taking place except by the people in the head office. As a result, principals and educators did not take ownership of these decisions because they were not part of a collective decision-making process. Accountability moved in one direction only. The educators were accountable to the principal who in turn was accountable to the regional office. With South Africa striving for democracy, multi-directional accountability is an important element that needs to be considered because it needs to be implemented (Davidoff, Kaplan & Lazarus, 1995).

Authoritarianism and a top-down style of management also characterised the apartheid education system. In schools, a principal, together with the deputy principal and HODs, and in most cases the principal on his or her own, would make decisions without involving the educators. As decisions were made by the principal alone, educators did not have ownership

of the decisions and as a result actions were followed without commitment. Principals were powerful enough to appoint and/or dismiss educators as they wished because they were the only people who had direct communication with the regional office. Educators who wished to communicate their problems regarding the principal with the regional office had to go via the principal. There was always the possibility that the principal might have influenced the people at the regional office against the educator. This caused conflict, frustration and resentment. Principals themselves had for many years been given responsibilities to manage schools without support, encouragement or even leadership qualities (Davidoff *et al*, 1995). This contributed to a lack of vision and direction in the schools because of a lack of competent and inspirational leadership. Davidoff *et al* (1995) argue that schools need principals who realise the need for "directiveness" within a culture of negotiation, consultation, commitment and ownership which is aimed at empowering all stakeholders.

With regard to resources in the schools, the school structures themselves were in a chaotic state. School buildings were in a poor state, no textbooks were available to teach the children, libraries also lacked books, and laboratories had no equipment to conduct biology, and physical science experiments.

The curriculum itself was rigid, subject-oriented and treated learners as if they were a kind of *tabula rasa*. It did not cater for learners with special needs and there were no educational support services. This led to many learners becoming drop-outs and street kids, and also contributed to the high failure rate amongst black learners.

In general, education in the disadvantaged communities was crippled by demotivated educators who had low morale, and who lacked enthusiasm, commitment, responsibility and accountability. As a result of this, no meaningful teaching and learning was taking place. There was a lack of interest from learners, a lack of confidence among educators, and conflict amongst teachers and between teachers and management. Both educators and learners claimed to be striving for democracy. This appeared to protect their selfish needs, with educators not attending to their classes and learners who had failed, demanding to be passed.

Given this historical and somewhat depressing background, what transformation initiatives have taken place since the democratic elections of 1994 in the development of leadership and management in schools to revive the culture of teaching and learning?

1.4 NATIONAL REFORM INITIATIVES

1.4.1 THE SOUTH AFRICAN SCHOOLS ACT OF 1996

Attempts at transformation of the education system have been made by the passing of the South African Schools Act (1996). The South African Schools Act has made it possible for development and changes to take place. This Act is a most prominent piece of legislation which is designed to redress the problems of the past. The Act ensures that schools will slowly but surely come to manage themselves. How the schools will be able to manage themselves will depend largely on the nature and quality of their leadership and management. The Schools Act advocates capacity building of leadership and management. The Act acknowledges that the state cannot improve education alone, so it has established a partnership between the State and all other stakeholders involved in education, such as parents, learners, educators, non-educating staff and people in the community. The aim of

the partnership is to improve the teaching and learning environment.

Governance of schools is a major focus of the Schools Act. Schools are required by law to elect a governing body which consists of parents, educators, other staff, learners and the school principal. The Act ensures that more powers are allocated to the governing body. They have the right to decide on admission, religious and language policies, codes of conduct for learners and school times. The governing body is expected to articulate the mission and vision for the school, check on performance and hold the staff accountable. It will assist in the selection of staff, the management of finances and physical resources, bridging the gap between the school and its community, and being responsible for conflict management and resolution. The governing body will also have to manage the school property and buildings. Involvement of parents in the school governing body will enable the parents to support actively the school and take an interest in their children's education. The governing body's aim is to help the principal on behalf of the community to organise and manage the school effectively and efficiently.

In contrast to the apartheid era where the principals were the sole "rulers" of the schools, according to the Act school principals are now responsible for the management of teaching and learning and they should ensure that schools are managed in accordance with all applicable laws as well as according to proper personnel and labour relations practices.

The teaching practice of many educators has for many years been of a poor quality. With the Schools Act in place there is now a Code of Conduct "by teachers for teachers" which was adopted by the South African Council of Educators.

This Council has the power to investigate any complaint by an educator or parent, and if an educator infringes the code of conduct he or she can be fined up to R1 000 and banned from working in public schools.

The South African Schools Act has not neglected the needs of learners. They are also given opportunities to play an active role in their education by forming a Students' Representative Council. These learners, by being on the SRC, will be equipped with the skills and responsibilities for democratic governance. In turn, this will make them responsible members of South African society later on.

1.4.2 THE NEW CURRICULUM (CURRICULUM 2005)

Transformation of the school curriculum is also taking place in the form of Curriculum 2005 which is being phased in from January 1998. The new curriculum portrays a paradigm shift in the education system of South Africa from an emphasis on content to an emphasis on skills. Outcomes-based education aims to make education relevant to the needs of the individual and society. With reference to the curriculum, the Education Renewal Strategy, the National Educational Policy Initiative (1993) and the first White Paper on Education and Training (1995) were all concerned with making education more relevant to the needs of the individual and society. According to Curriculum 2005, reforms in the school curriculum include breaking down the barriers between the traditional academic and vocational focus. The curriculum will be "unified, flexible, competency and outcomes-based, and modularised" (Kallaway, Kruss, Donn and Fataar, 1997:60).

Encouragement for independent and critical thinking will be part of the new curriculum. Curriculum 2005 aims at equipping children and adults with the education and skills needed by the economy and for further learning and career development. This places a challenge on the leadership and management of the schools because they need to plan, implement and monitor the delivery of these services.

1.4.3 REVITALISING THE CULTURE OF LEARNING, TEACHING AND SERVICES

Perhaps the greatest challenge in education reconstruction in South Africa at present is the revitalisation of a culture of learning, teaching and services.

Basically, the "culture of learning" signifies the practices, attitudes, feelings, motivation, and ideas about learning held by the school community (Pager, 1996:3). The "culture of teaching and learning" in South Africa needs to be understood within its historical context. The term "culture of teaching and learning" in South Africa is used to describe the deterioration of education in the disadvantaged communities of this country. The high failure rate amongst the learners from the disadvantaged communities compared with that of their white counterparts is attributed to this "culture". This "culture" refers to the present condition of education where many schools do not have the capacity to create a learning environment. Since 1990 there has been a shift from a "culture of resistance" to a "culture of reconstruction and development" in South Africa. It is against this background that there are many initiatives to restore the "culture of teaching and learning".

In response to the "collapse" of the culture of teaching and learning, the Gauteng MEC for Education, Mary Metcalfe, established the Gauteng *Committee on the Culture of Learning and Teaching Service Campaign (CCOLTS)* in 1995. This collapse is characterised by a low morale, principals not managing to deal with school problems, loss of interest in teaching and tensions amongst all members of the school community. It is against this backdrop that the Gauteng Department of Education felt the need to develop a clear strategy for a multi-faceted intervention. This intervention involved re-orientation of the bureaucracy and the formation of new district management teams. As a result of CCOLTS' work, poor leadership and management and administration, as well as the factors below, were found to be contributing to the collapse of the culture of teaching and learning:

- underdeveloped infrastructure, facilities and resources
- unhealthy social relations in schools
- the low socio-economic context

It is evident that a central challenge of CCOLTS is the improvement of leadership and management in schools. The CCOLTS initiative has been extended to other provinces.

1.4.4 LEADERSHIP, MANAGEMENT AND ADMINISTRATION

It is specifically with leadership, management and administration that this study is concerned. The task of leadership, management and administration is to "ensure a tone and ethos conducive to teaching and learning" (Report of the Committee on the Culture of Learning and Teaching, 1996). The CCOLTS report (1996:24) indicated that principals were "engulfed by social conflicts and school problems". There was conflict between the principals and staff, amongst the staff, between educators and learners, and a lack of parental involvement in schools.

There was a total lack of co-operation, trust and respect between the different parts of the school community. Universities and NGOs conducted school management courses in order to improve the capacity of school principals. Principals were so demoralised and overwhelmed with school problems that they tended not to attend these courses. Educators, however, attended the courses. The strategy used to boost the morale of principals was that they were given opportunities to take part in creating a new educational order and ethos.

In trying to restore the "culture of learning", *The National Commission for Special Needs in Education and Training (NCSNET)* and *The National Committee for Education Support Services (NCESS) (1997)* whose task it is to make proposals with regard to special needs, recommended a holistic approach to institutional development. This approach includes developing every aspect of all centres of learning (whole school development) in order to provide an inclusive and supportive environment.

In attempting to regenerate a "culture of teaching and learning" in schools the government issued the *White Paper 2 on Education (1996)*. The White Paper stipulated the establishment of democratic governing bodies. The main role of the governing body is governance which means determining appropriate policy for the school. Management in schools involves day-to-day running of the school. The schools therefore require substantial programmes to build capacity for management and governance if governance and management are to be effective.

The importance of effective education management was further highlighted in 1996 when the Minister of National Education appointed a *Task Team on Education Management Development*.

The task of this Team was to investigate ways of institutionalising strategies for education management development in South Africa. The task team was mandated, as spelt out in the *Report of the Task Team on Education Management Development* (1996:12), to:

- make practical strategic proposals for improving education management capacity;
- make specific proposals for establishing a national institute for education management development;
- consider matters related to resource mobilisation, co-ordination and management for a country-wide education management development programme; and
- provide an interim education management support service.

The *Report of the Task Team on Education Management Development* (1996) found that lack of legitimacy in the education system as a whole led to poor management and the "collapse of teaching and learning" in schools. Schools had been accustomed to receiving instructions from the departmental officials. The regional offices never responded to community needs. All Department of Education personnel were rejected. As a result of this, the relationship between schools and the regional offices had weakened and this had an effect on communication and efficiency. The recommendations of the *Report of the Task Team on Education Management Development* (1996:25) included developing:

- appropriate policies and strategies to support the growth of managers;
- a system which supports effective management development;
- an ethos and practice of management to encourage motivation and initiation;
- people with the right understanding, skills, knowledge and ability to do their work;
- promotion of diversity and equity in the education system as a whole.

With specific reference to education management development, the *Report of the Task Team on Education Management Development* (1996:33) recommended:

- the development of managers (involving the training and support of managers);
- the development of management;
- the development of organisations (development of effective structures, systems and procedures for improved management).

The above implies advocacy for a "participatory and holistic approach to the management of schools" (*Report of the Task Team on Education Management Development*, 1996:33). This approach needs people to understand "what it is to manage schools" (*Report of the Task Team on Education Management Development*, 1996:33). The focus is on whole school development which aims at building effective schools with effective people who share a common purpose of promoting effective learning.

1.5 THE ARGUMENT FOR SCHOOL ORGANISATION DEVELOPMENT IN THE RECONSTRUCTION OF EDUCATION IN SOUTH AFRICA

In short, the South African education system is undergoing radical change. Change is continuous; it takes place over time and is complex. It is a process, not an event (Fullan, 1991). The passing of the South African Schools Act is central to the transformation of our education system and schools.

The reconstruction of education in South Africa should focus on attending to change at the whole school level as well as other external factors. This should include the context because contextual factors can be supportive or destructive to the change process (De Jong, 1996).

For instance, the school influences and is influenced by the community, so if change is taking place in the school it should also take place in the community.

Schools should be considered "living, organic and open systems" (De Jong, 1996:114) and potentially a powerful force in education change. "In South Africa, conceptualising schools as organisations and associating educational change with organisation development, is new and underdeveloped" (De Jong, 1996:114).

The proposition then is that for meaningful change to happen, schools need to develop, amongst other things, their organisational capacity to manage this change. This responsibility lies with the school's leadership, management and governing body as visualised by the South African Schools Act.

The need for quality improvement and reform is not new in education and is an international issue and challenge. Educational quality has for many years been at the top of the education agenda of policy makers. The World Bank has for many years supported educational reforms. The Verspoor study (Verspoor, 1989), which was done in partnership with the World Bank, recommended that in order for educational improvements and reforms to be successful, the following broad strategies need to be implemented:

- the organisational structure of institutions needs to be strengthened by including the development of a capacity for innovative management;
- schools need to establish partnerships with external agencies and government authorities;
- human resources in schools need to be developed.

In South Africa the reform initiatives have also recommended institutional development. For instance, the NCESS initiative recommended a holistic approach to institutional development. Aspects that are to be developed by this strategy include strategic planning and evaluation, organisational leadership and management, structures and procedures, the values and norms of the organisation, staff development, technical support and other mechanisms to facilitate a positive culture of teaching and learning. The practical implication of this approach involves continuous organisation development (whole school development). This includes continuous self-evaluation and development of learning centres so as to ensure quality education for all learners. The *Report of the Task Team on Education and Management Development* (1996) has also raised the importance of institutional development. The *Report of the Task Team on Education Management Development* (1996) recommended that schools work in partnership with government officials in developing policies and strategies. Taking part in this process will encourage the support of the managers and promote an effective system that supports effective management development.

A school is an organisation that is comprised of elements. Each of these elements needs to function well and healthily for the smooth-running of the whole. Donald *et al* (1997:86) point out that "any poorly functioning element will have a ripple effect through the whole system". Schools cannot be viewed as independent entities from the education system and its broader South African context. The functioning of the school structures and the goals and aims of the school are influenced by both national and regional policies (Donald *et al*, 1997).

Schools exist within a certain community context and from this context the school develops its shape and identity (Davidoff & Lazarus, 1997). It is therefore evident that schools do not act in isolation. They interact with local and broader communities (Donald *et al*, 1997).

With reference to South Africa's educational transformation process, school organisation development is seen as a potentially powerful change strategy (Davidoff, Kaplan & Lazarus, 1995, and Druker & De Jong, 1996). "OD is about change and optimising potential" (Druker & De Jong, 1996:19).

The transformation process is concerned with the entire school system rather than with a single facet of a school. Transformation does not occur overnight. It is a process that takes place over time and needs the participation of all stakeholders. Change should be aimed at empowering the stakeholders to take responsibility and ownership of their organisation. Even though change can be consciously chosen, it can still be threatening, painful and difficult for the people involved in it (Fullan, 1991). Change is always accompanied by conflict as people are naturally resistant to change because in the change process people are moving from a known to an unknown situation (Davidoff *et al*, 1995). Druker and De Jong (1996) suggest that past negative experiences of external intervention and a lack of information are major reasons for resistance to change.

Besides resistance, there are also "some additional forces working against the change like conservatism of heads" (Dowling & Osborne, 1985:153). People tend to comply with whatever conditions exist. They want to maintain a homeostasis by resorting to papering the cracks.

In order for change to be successful, people within the system must see the need to change: "They need to show evidence of motivation and commitment" (Druker & De Jong, 1996:18). Another possibility for change to be successful is for "teachers themselves, individually or corporately, to perceive certain aspects of their job performance or school organisation as unsatisfactory" (Dowling & Osborne, 1985:154). OD intervention should take into consideration that change will be accompanied by conflict which should be seen as part of the development process.

Through the OD process people should be made aware that "change is a long-term, complex and difficult process where things may worsen before they improve" (Druker & De Jong, 1996:24). Schools need to be helped in order to understand that change is complex (Fullan, 1991), that there might be resistance and that they cannot predict the process (Davidoff & Lazarus, 1997). Schools need to be understood as organisations with interconnected and interdependent elements which are capable of being changed.

In summary, there is a growing argument in South Africa that institutional development in the form of school OD is a key strategy in supporting educational renewal and national reform policies. Institutional development means building effective schools with effective people who have the common goal of promoting teaching and learning. Therefore educational renewal and reform policies need to focus on building competencies of leadership and management in schools who could be able to carry out their task efficiently.

1.6 THE FOCUS OF THIS STUDY

In general, this study is concerned with the changes and development that have taken place, particularly in leadership and management, at a secondary school in a black township in Cape Town, which has engaged in an organisation development process with a non-governmental education organisation. More specifically, the aim of this study is to examine the developmental process with regard to leadership and management experienced by Intlanganiso, a secondary school located in the disadvantaged community of Khayelitsha, and the relationship of this process to the school OD approach used by the Teacher In-service Project (TIP). This includes discussing the "findings" of this study in terms of education reforms in South Africa. TIP is a non-governmental organisation based at the University of the Western Cape. TIP uses school OD as a change strategy to develop schools in disadvantaged communities. Broadly speaking, the school OD strategy that TIP uses, aims at improving the capacity of schools to manage themselves effectively (TIP's Organisation Development framework, 1997).

The following research questions were posed with reference to Intlanganiso Secondary School and its partnership with TIP.

1. Is there any evidence of leadership and management having developed at Intlanganiso Secondary School since 1994 when the school started working with TIP?
2. If there is evidence of development of leadership and management, how was it developed and in what ways has it influenced the rest of the development of the school?
3. If there is little or no evidence of leadership and management being developed, why?
4. What specifically has the role of school OD been in this development and to what

extent have TIP's leadership and management aims been met in the school's development?

5. What is the particular role of OD in developing leadership and management in schools?

According to TIP's OD strategies, when a school is developing its capacity to transform itself and manage change, it must develop leadership and management where:

- there is an understanding that a school is an organisation;
- there is an understanding that not only the principal is the leader but all those in managerial and leadership positions in the school (for example, educators, parents and other community leaders) are leaders as well;
- principals should see themselves as staff and vice versa;
- the atmosphere in the school as well as the relationship between the staff and the principal are warm, relaxed, flexible and trusting;
- leadership and management is supported by all stakeholders within the school with regard to a school development plan and staff development programme (TIP's Organisation Development Framework, 1997).

The above indicators were used for assessing whether or not leadership and management has developed in the school. This, however, was not done to the exclusion of keeping an eye out for other indicators pointing to leadership and management development.

1.7 MOTIVATION FOR THIS STUDY

In concluding this chapter I would like to say something about my study.

On a *personal level* it has provided me with a knowledge of OD and systems theory which has shifted my world view from a linear, cause-and-effect perspective to a more ecosystemic perspective.

As a result of this paradigm shift, I have introduced Systems Theory at the Cape Technikon where I teach Theory of Education 2 to student educators. This course consists of Psychopedagogics and Sociopedagogics.

This study has helped me as a lecturer to assist the student educators to understand how schools function as organisations. It will also improve my knowledge of school OD as a school improvement strategy in South Africa.

On a *national level* I hope that this study will shed some light on school organisation development as a school improvement strategy, especially in relation to the development of effective leadership and management.

This chapter has presented the background and rationale of this study. The next chapter presents a literature review on school OD and its role in the development of leadership and management.

CHAPTER TWO: LITERATURE REVIEW

What does the literature say about school OD as a strategy for school improvement? More specifically, what role does school OD purport to play in the development of effective leadership and management in schools? This chapter attempts to address these questions by examining the literature of school OD.

2.1 SYSTEMS THEORY

Organisation development is embedded in *systems theory*. Systems theory calls for attention to the dynamic and interrelated nature of organisations and the task of leadership and management. According to Stoner and Freeman (1989), systems theory provides leadership and management with a framework for a plan of action. This plan of action can help in anticipating both immediate and far reaching consequences at the same time. It also allows for the understanding of unanticipated consequences as they may develop. Systems theory takes into consideration the interdependence of parts in a system. For example, a school is a system with different parts called subsystems such as educating staff, non-educating staff, learners, curriculum and leadership and management. The activities of any subsystem of the school affect the activities of every other subsystem. Rather than dealing separately with the various subsystems of the school, the systems approach offers leadership and management a way of looking at the school as whole within its broader context. Coherence and the relationships between the subsystems is important because if something happens to one subsystem the whole system will be affected. Schools as systems do not act in isolation. They continuously interact with other systems. Problems and development in a school should be analysed and responded to by understanding the school dynamics as part of the broader

education and social system. A system has both known and hidden goals that influence and are influenced by the system as a whole as well as by other systems. In a school, education of children might be the known goal and discipline and control might be the hidden goal (Donald *et al*, 1997). According to Dowling and Osborne (1985) systems theory has the following important concepts:

- the importance of the *context* in which phenomena occur;
- systems theory believes in *cycles of interaction*, that is, elements in a system are affecting and being affected by one another;
- at a certain point the flow of events is *stopped* to give it a certain meaning;
- a system can reach a final end through *different routes* which means there are no hard and fast procedures used;
- schools are considered *open systems* because they interact with their environment;
- a system has *flows of information*;
- *equilibrium* in a system is made possible by *feedback* coming from the external environment.

Feedback is the key to systems control and also the main concern of OD. As development in the school proceeds, information is fed back to the appropriate people so that OD work can be assessed, and if necessary corrected. Feedback can be either negative or positive. Positive feedback encourages the system to continue with what it was doing. Negative feedback discourages the system from continuing with what it was doing. Taking into consideration the focus of this study, feedback will be important in assessing whether development has taken place or not in order to determine the way forward. In this study, positive feedback about the school's development will encourage the school community to continue with its developmental work. On the contrary, negative feedback could discourage

the school community from continuing with its development. Though this might be the case, leadership and management should be there to support and encourage the people regardless of whether there is negative or positive feedback. The duty of leadership and management is continual reconciliation between conflicting interest in a school in order to facilitate the achievement of common goals (Van der Westhuizen, 1996).

2.2 WHAT IS SCHOOL ORGANISATION DEVELOPMENT?

There are many definitions of school OD. For example, Schmuck and Runkel's (1994:5) definition is:

Organisation development in school districts (or colleges) is a coherent, systematically planned and sustained effort at system self-study and improvement, focusing explicitly on change in formal and informal procedures, processes and norms, or structures, and using behavioural science concepts. The goals of OD include improving both the quality of life of the individual as well as organisational functioning and performance with a direct or indirect focus on educational issues.

Another definition by French and Bell (1984:20) is: "OD is a process of people managing the culture of the organisation rather than being managed by that culture".

Dalin and Rust's definition of OD in Davidoff and Lazarus (1997:36) is:

OD is a self-correcting, self-renewing process, undertaken by the members of an organization, although external support usually exists in the form of consultants or self assessment instruments. The consultant rarely imposes solutions but assists the members of an organization in identifying for themselves what the strengths and weaknesses of the organization are and what changes shall occur in the organization. However, it is the members of the group itself who are ultimately responsible for the way the organization is to be transformed.

Donald, Lazarus and Lolwana (1997: 94) define school OD as "a strategy for managing change aimed at facilitating the development and fulfilment of people and increasing the effectiveness of the organisation as a whole".

In the above definitions the following features of OD are evident:

2.2.1 OD is about self-analysis

OD involves the stakeholders themselves in the assessment, diagnosis, and transformation of their own organisation (Miles & Schmuck, 1971). They should consciously examine their present social conditions, actions and procedures, and identify problem areas in order to make changes so as to develop the organisation and increase the effectiveness of the organisation as a whole. The present state of an organisation plays an important role in determining whether changes will take place or not.

2.2.2 OD is about the active involvement of all stakeholders

OD requires all the stakeholders (principal, educating and non-educating staff, learners, parents, education department officials, people in the community) to be involved from the onset in addressing the school's problems and its development, rather than accepting diagnosis and prescription from an "outsider". The assumption is that if the stakeholders are involved from the beginning they can take ownership of the change process. Although this is the case, the responsibility lies heavily on the shoulders of the leadership and management of the school to ensure that everybody is involved because their task is to direct and influence task related activities.

2.2.3 OD is about a planned and sustained effort

OD needs to be planned and should include maintaining a continuous process of self-evaluation and development. OD is not limited to a specific period of time. This means that people involved in OD work should be committed and have perseverance. It must be taken into consideration that an organisation is never transformed permanently. Instead, institutionalised and built-in functions of OD must continually be involved in facing the dilemmas of organisation renewal (Miles & Schmuck, 1971).

2.2.4 OD is about planned change

OD should bring about changes in the organisation such as a new group or organisation structure, or improving group or organisation functioning. In order for OD to succeed it must be conducted within an organisation. People in the school should see themselves as part of an organisation. If they do not see themselves as such they may not see the need to change. Schools should show readiness for change so that OD can have a chance of making a real

difference. Educators should individually or as a group "perceive certain aspects of their job performance or school organisation as unsatisfactory" (Dowling & Osborne, 1985: 154). If this is the case, they will advocate a planned change that will suit the organisation's expectations.

2.2.5 OD is about external assistance

When using OD there has to be external support in the form of a consultant. The task of the consultant is to give assistance to the stakeholders in pinpointing the strengths and weaknesses of their organisation and the kinds of changes that need to occur. Even though there is external assistance, stakeholders still need to take ownership of the whole process.

2.2.6 OD is about behavioural sciences

OD relies on behavioural sciences such as social psychology, psychology and sociology in order to diagnose an organisation's problems, to equip the stakeholders with a conceptual language for talking about phenomena they are facing and to provide a basis for an evaluation of OD interventions (Miles & Schmuck 1971).

Even though the above features of OD can be applicable in schools, schools need "a particular approach to OD" (Druker & De Jong, 1996:22). It is important to note that OD originated in the business world. Although this is the case, it has been used by many organisations, including schools, as a strategy for building organisational capacity (Davidoff & Lazarus, 1997). In South Africa OD is often referred to as "whole school development" (Druker & De Jong, 1996:17).

In Scandinavia OD is referred to as institutional development, and educational policy makers emphasise the importance of democracy in the workplace, student voice, teacher co-operation and community involvement (Husen & Postlewaite, 1994).

2.3 UNDERSTANDING SCHOOLS AS ORGANISATIONS

Schools are organisations, learning organisations. Learning organisations regard change "as an ongoing feature of their existence" (*Report of the Task Team on Education Management Development*, 1996:31). For OD to be successful it must be conducted within an organisation. An organisation is made up of elements or aspects of which leadership and management is one aspect and is at the heart of a school. Leadership and management ensures that all the other aspects are "held together and developed" (Davidoff & Lazarus, 1997: 32). Therefore leadership and management needs to possess a variety of competencies in order to carry out these responsibilities. The school has to provide the organisational context for the development of these competencies.

As mentioned earlier, a school is an organisation comprised of elements. Each element or aspect needs to be functioning well in order for the organisation to be healthy. The smooth running of the organisation depends on the co-ordinated functioning of the elements or aspects. If one element or aspect is not functioning, that will affect the whole organisation. On the contrary, a well functioning element or aspect will have a positive effect on the development of the organisation as whole.

When the development of the school is taking place there should be an understanding that schools do not act in isolation. They interact with the local and broader communities (Donald

et al,1997). The functioning of the school structures, the goals and aims of the school, are influenced by both regional and national policies. Therefore the development of the school should take place within an understanding of the education system in the broader South African context (Davidoff & Lazarus,1997).

2.4 THE ROLE OF OD IN DEVELOPING LEADERSHIP AND MANAGEMENT

According to Donald *et al* (1997:91) leadership is "doing the right thing at the right time". Davidoff *et al* (1995) suggest that leadership directs and inspires the school. Van der Westhuizen (1996:188) defines leadership as: "...as the calling and characteristics through which the leader in a creative and dutiful way stimulates, directs and co-ordinates group interaction and activity in a specific situation on the basis of group goals and with a view to their eventual attainment".

These definitions of leadership see leadership as a guiding factor for a school towards achieving its goals. Donald *et al* (1997:91) define management as "doing the right thing" whereas Stoner and Freeman (1989:3) define it as "the art of getting things done through people". These definitions point to management achieving organisational goals by motivating and organising others to perform whatever tasks may be necessary. Management therefore ensures that these structures set in place are working well (Davidoff *et al*, 1995). Management is involved in drawing up and carrying out plans.

At the core of the school there is leadership and management. Leadership and management does not lie with the principal, deputies and HODs solely but with all those in leadership positions such as parents, educators and community leaders. Leadership and management

should encourage the development of leadership capacity in all stakeholders, allowing them to take the initiative whilst providing positive support. A healthy school is the one in which leadership and management capacity is developed in all stakeholders (Davidoff *et al*, 1995, and Donald *et al* 1997). The major challenge facing educational leaders is to build effective schools (Davidoff *et al*, 1995).

The South African education system is undergoing change at all levels. The South African Schools Act has given schools more power to manage themselves. This means change in the culture and practice of schools (*Report of the Task Team on Education Management Development*, 1996). How the schools are able to make the necessary changes depends on the quality of leadership and management. Self- management depends on the delegation of authority within the school and a transformational leadership (*Report of the Task Team on Education Management Development*, 1996). Moreover, schools may not be able to maintain change without support. OD could play an important role in such change. OD as a change strategy seems to be getting more attention from non-governmental organisations in South Africa of which TIP is one of them. TIP uses OD as a change strategy to develop schools in the disadvantaged communities. Davidoff and Lazarus (1997:36) describe OD "as a normative re-educative strategy for managing change, which is aimed at facilitating the development of people and the organisation as a whole for the purpose of optimising human fulfilment and increasing organisational capacity". What is meant here is that intervention strategies that are aimed at improvement and change should affect the whole school. More attention needs to be paid to the meaning and process of change. Change should be aimed at empowering the stakeholder to take responsibility and ownership of his/her organisation.

As South Africa is undergoing transformation it is characterised by several reform initiatives. Central to these reform initiatives is the process of democratisation in the way in which schools are governed and managed. This means developing democratic values and practices in leadership and management. If leadership and management is developed then schools might be able to achieve self-management or institutional independence. Self-management involves the delegation of authority within the school and a transformational leadership. These goals can only be attained if leadership and management work towards organisation development, staff development and curriculum development and also if:

- there is assistance and continued support coming from provincial, regional and national education departments;
- values and mission are developed and owned by all stakeholders;
- all stakeholders are informed and take part in all management processes in an organisational setting.

As the government cannot meet all the capacity-building challenges of schools, it therefore has made use of tertiary institutions and non-governmental organisations to provide leadership and management development. Non-governmental organisations and some tertiary institutions have provided courses emphasising issues such as capacity building in leadership and management, organisation development and total quality management. TIP is a non-governmental organisation which focuses on capacity-building in schools. More is said about TIP in the next chapter.

CHAPTER THREE: THE TEACHER INSERVICE PROJECT (TIP)

The purpose of this chapter is to present a brief description of TIP's OD framework for school development. This description will allow for a critical discussion on the role of OD in developing leadership and management in the closing chapter.

TIP is a non-governmental organisation based at the University of the Western Cape in the Faculty of Education. In the past the focus of TIP was to give aid to educators in their classroom practices in disadvantaged communities. Many educators made dramatic changes in their teaching approaches but these changes appeared to be insufficient to make a real difference in schools. The environment under which these educators were working was disabling and could not provide quality education. In the light of the above TIP decided to shift from working only with educators in the classroom to working with the school environment as a whole. School development became the focus with the recognition of the need to guide change.

3.1 TIP'S MISSION STATEMENT

The mission statement of TIP is:

The Teacher Inservice Project aims to activate an educational movement of critical self-reflection, lifelong learning and a strong voice among educators in our school communities. Such movement will encourage a commitment to building an educational environment which ensures the holistic development of learners.

TIP uses the following broad strategies to accomplish their mission:

3.1.1 SERVICE (PRACTICE)

TIP facilitates and mediate self-understanding at a personal and organisational level within educational institutions so that schools are able to make conscious choices about their future. TIP strives to accompany these institutions and the individuals who form them through their process of transformation towards their own effective and sustainable organisational and individual practices. This strategy is the source and expression of TIP's work in educational advocacy and the building of a coherent discourse.

3.1.2 ADVOCACY

TIP encourages and stimulates critical engagement around issues of educational policy and practice. TIP facilitates the exploration of meaning around the purpose of education and the making conscious of educational values which can contribute towards building a just human society. TIP does this on a local, national and international level in an attempt to reawaken the hopes and passion which could live in education.

3.1.3 DISCOURSE

TIP works towards the development of a coherent discourse and practice around organisation and school development. Through various forms of communication TIP makes such discourses accessible, as well as being responsive to the ongoing development of such as a discourse by others.

3.2 TIP'S BROAD AIMS

TIP has six broad aims which are:

- To encourage educators to have a strong voice;
- To establish a strong school organisational capacity so that the school can function more coherently and be able to meet the challenges of change and development in order to provide quality, relevant and purposeful education. This involves using suitable interventions which are capable of building the capacity of the school by taking its present status and being able to anticipate the future;
- To encourage critical involvement in education policy and practice issues;
- To build a democratic school where there is:
 - a common understanding of democracy
 - a commitment to the building of democracy in the school
 - a culture of democracy in the school
 - a democratic leadership and management;
- To develop a common understanding of organisation development and school development;
- To encourage the schools to see themselves as part of the community and the broader context where they could work together in problem-solving and sharing the resources.

3.3 UNDERSTANDING THE CHANGE PROCESS: TIP'S PROPOSITIONS AND ASSUMPTIONS

- Change occurs mostly when there are conflicts and dissatisfaction.
- The change process involves a process of democratisation.
- If people perceive a need to change, they are more likely to change.

- People need to change first in order to change their organisation.
- All elements of the organisation are important in the change process.
- TIP's OD work is based on ecosystemic theories.

3.4 TIP'S FRAMEWORK FOR UNDERSTANDING SCHOOLS

TIP sees a school as an organisation with elements that are functioning coherently in order for the school to run smoothly. Because these elements are interdependent and interconnected, any element that is not functioning will have a negative ripple effect throughout the school system. On the contrary, a well functioning element will have a positive ripple effect throughout the school system. The schools interact with both the local and wider communities. The elements in the organisational life of a school as spelt out by Donald *et al* (1997) are:

- *Identity and direction* which refers to a shared sense of commitment and vision by all role players where the role players have an understanding of the school's past and present and feel confident in and proud of their school.
- *Culture* which involves the vision and pride of the school. It is characterised by responsible, committed, active educators, learners, and parents in the process of teaching and learning.
- *Strategies* involve schools developing a realistic development plan which is in line with the school's vision and mission.
- *Structures and procedures* which involve a governing body and an SRC which is well-functioning. They include educators who regard themselves as leaders and who are involved in decision-making; management who see themselves as educators too and

use all styles of communication; a developed learner leadership and clearly established lines of communication and accountability.

- *Technical support* which involves an effective and efficient administration and financial management and physical resources that are used effectively, and strategies employed for fund raising.
- *Human resources* which involves an effective staff development programme, the development of learner leadership, and the development of parents.
- *Leadership and management* involves:
 - Understanding the school as an organisation.
 - An understanding that all teachers are leaders.
 - An understanding that management is not limited exclusively to the principal and the management team but to staff also.
 - A friendly, relaxed and trusting atmosphere between the principal and the staff.
 - The principal seeing himself as staff.
 - Everybody in the school supporting leadership and management capacity which is in line with the development plan and staff development.

3.5 TIP'S FRAMEWORK FOR UNDERSTANDING SCHOOL DEVELOPMENT: ASSUMPTIONS AND PROPOSITIONS

TIP's approach to school development is holistic and is informed by TIP's Whole School Development Framework. The framework is underpinned by the following assumption and propositions:

1. Schools are organisations that are interconnected and interlinked.

2. Central to school development is the understanding that the parts are connected and interlinked.
3. Understanding the context within which these parts interact is important in school development.
4. A school that is functioning smoothly is one where people play an active role in their development, where they see conflicts, tensions and discomforts as part of the development and where needs are fulfilled despite the conflicts, tensions and discomforts.
5. Self-understanding of both the people and the organisation is important to school development. Coherent functioning of the school is central to the provision of quality, relevant and purposeful education.
6. Because classroom practices reflect what is happening in the school they cannot be separated from the school and the community. School organisation development will therefore have a positive impact on teaching and learning.

3.6 TIP'S STRATEGIES

The strategies that TIP uses are **fieldwork and courses**. In **fieldwork** TIP uses the consultancy process which work by:

1. Conducting interviews with teachers, parents and students in order to assess where the school is and to offer possibilities for the way forward.
2. Developing a developmental plan that includes vision building, analysis of the environment, raising awareness with regard to curriculum, governance and anti-bias.
3. Giving continuous support to help the school in its change process.
4. Putting schools into clusters in order to build links and interaction between them.

5. Creating partnership with other roleplayers such as the education department, business, NGOs and the private sector.

With **courses** which support the field work emphasis is given to the following:

- Developing leadership and management capacity to all levels in the school.
- Building democratic governance strategies and structures that:
 - Understand the school as organisation,
 - Understand the role of the governing body and other roleplayers in the school.
 - Financial management and fund raising which is able to see immediate, as well as medium to long term needs of the school.
- Building a culture of respect and authority which focuses on exploring multiple causes of misbehaviour, moving away from punishment to affirmation and rewarding good behaviour.
- Managing school development which addresses change and what change entails.

TIP also has **specific strategies** which include:

- Identifying problem areas where people will be encouraged to have a common vision and commitment to democratizing their organisation.
- Concentrating on problem areas and providing resources to help people move to new positions (new ways of thinking, new skills or new attitudes).
- Providing an awareness of the culture of the school where people have an informed understanding of their school as an organisation and the related processes they are experiencing.

This chapter presented a descriptive summary of TIP's framework. The next chapter discusses the research methodology used in this study.

CHAPTER FOUR: RESEARCH METHODOLOGY

4.1 INTRODUCTION

This chapter describes this study's research methodology. The aim of this study is to examine developmental process with regard to leadership and management experience by Intlanganiso, a secondary school located in the disadvantaged community of Khayelitsha, and the relationship of this process to the school OD approach used by TIP. This includes a discussion of the "findings" of this study in terms of education reforms in South Africa. With this aim in mind, what is the most appropriate research method to use and what suitable research techniques need to be used to gather appropriate information?

4.2 THE CASE STUDY METHOD

The case study is considered to be the appropriate research method for this study. It is predominantly a qualitative research methodology. A case study is an examination of a specific phenomenon. It involves an in-depth description and analysis of a single instance, a phenomenon, or a social unit such as a school system, and aims at uncovering the interaction of significant factors in order to seek a holistic description thereof (Yin, 1994). There are three reasons why the case study is a suitable research method for this type of study (Yin, 1994):

Firstly, the case study is best suited to studies where the context and phenomenon under study cannot be separated. The phenomenon being examined in this study is the changes that have taken place, particularly in leadership and management, in a disadvantaged secondary school located in a township context in the greater Cape Town metropolitan area. It is evident that the phenomenon and context of this study are inextricably bound. This implies that the phenomenon under study does not exclude other changes that have occurred in the context. Furthermore, the reason for choosing the case study methodology is that it takes into account the inter-relatedness of the elements of a school organisation. This is in keeping with Systems Theory which is the paradigmatic orientation of this study.

Secondly, the case study method allows the researcher to get the whole picture of what is happening in real life. As Yin (1994:3) indicates: "A case study allows an investigator to retain the holistic and meaningful characteristics of real life events such as organization and managerial processes." This makes the case study useful for this study because school organisation development uses a holistic approach to school development.

Thirdly, the case study method allows for a variety of research techniques to be used. The use of a variety of research techniques will help to eliminate bias. Using only one research technique increases the possibility of researcher error. The use of a variety of research techniques helps in quality control because the researcher will be able to tackle the research from different angles.

Qualitative research techniques were used in this study. According to Miles and Huberman (1994), qualitative methods focus on events in a natural setting.

While conducting my field work I looked at what took place in the school under normal circumstances. In other words, I received information first hand and observed real life situations. Qualitative research puts more emphasis on the *process* and on understanding *why* some things are happening the way they are happening (Maykut & Morehouse, 1994). Qualitative methodology involves gaining an understanding of a particular phenomenon and enabling the researcher to explore the phenomenon in question in depth, putting an emphasis on the process rather than on the results and allowing insights into change processes.

Yin (1994:38) describes the rationale for using the case study as:

- representing the critical case for testing a well-formulated theory;
- representing an extreme and unique case;
- giving the researcher an opportunity to observe and analyse a phenomenon previously inaccessible to scientific observation.

The rationale for using a case study in this study is a combination of representing a unique case and giving the researcher an opportunity to observe and analyse a phenomenon. This case is unique in the sense that Intlanganiso Secondary School is a former Department of Education and Training school and has been working with TIP for a long time. This case also gave me an opportunity to observe and analyse a leadership and management phenomenon which is at the core of every school.

4.3 THE PARADIGMATIC ORIENTATION OF THIS STUDY

Before stating my paradigmatic orientation of this study it would be appropriate to define what a paradigm is:

A paradigm is a set of overarching and interconnected assumptions about the nature of reality. It provides the largest framework within which research takes place. It is the world view within which the researchers work (Maykut & Morehouse, 1994:4).

Taking into consideration that "a paradigm provides a framework within which research takes place", what then is the framework of this study? Broadly speaking, it is *Systems Theory*. Systems theory views schools as organisations with a unified, purposeful system composed of interrelated and interconnected parts (Stoner & Freeman, 1989). In order to understand a school as a whole, the relationship between the parts within the school needs to be examined. The functioning of the school as a whole depends on the interaction between the parts (Donald *et al*, 1997).

In clarifying the paradigmatic orientation of this study it is appropriate to define its *epistemology*, which makes explicit how knowledge is construed. With regard to epistemology Maykut and Morehouse (1994) raised the following questions:

- (a) What is the origin of knowledge?
- (b) What is the relationship between the knower and the known?
- (c) What role do values play in understanding the world?

In trying to answer these questions the following aspects of this study need to be understood:

Firstly, this study relies on people's perceptions, words, actions and records.

People derive their knowledge from their personal experiences and the meaning that they give to them. People interpret information in such a way to suit themselves. A qualitative researcher tries to understand a situation as it is constructed by the participants. Knowledge is not received passively. It is actively constructed. In other words, it is built up and developed to a progressively higher level (Donald *et al*, 1997). The task of the qualitative researcher is to capture the process of interpretation by being empathic. This means reproducing accurately the feelings, thoughts and motives behind the actions of people.

Secondly, this study is based on Systems Theory which holds to the concepts of relationships, interconnectedness and interrelatedness. Implicit in these concepts is the notion that the knower and the known are interdependent. This means that the individual and the world do not exist separately from one another (Maykut & Morehouse, 1994).

Thirdly, there is the role that values play in understanding the world. Values are things that people have strong belief in. In order for people to understand their world they use values as a yardstick to measure whatever needs to be understood; hence values mediate and shape what is understood (Maykut & Morehouse, 1994).

The paradigmatic orientation of this study includes addressing the *ontological* questions as stated by Maykut and Morehouse, (1994):

- (a) What is the nature of reality?
- (b) What is the nature of the world?
- (c) What counts as evidence?

The data for this study are people's words, perceptions, actions and records. People formulate their world with words, and defend and hide themselves with words (Maykut & Morehouse, 1994). The task of the qualitative researcher is to look for and find patterns within the words and actions and to present the patterns to others for inspection while at the same time staying close to the construction of the world as the participants originally experienced it (Maykut & Morehouse, 1994).

With the case study as its research method framed within a constructivist and systems thinking paradigm, what are the appropriate techniques for data collection in this study?

4.4 METHODS OF DATA COLLECTION

Three data collection techniques were used:

4.4.1 Documents

Eight documents were examined. They ranged from agendas, minutes of meetings, reports, school policy documents and correspondence with TIP (see appendices C, D, E, F,G). The most important use of documents is that they strengthen and increase evidence from other

sources. Documents provide behind-the-scenes information. Documents are particularly useful in examining events that are retrospective and not always easily observable. They can also be very useful in verifying the correct spelling of names of people who were interviewed.

4.4.2 Observation

Direct observation was used to check on what was reported in the interviews and documents. It was used to record phenomena and events which were not reported in the interviews and documents. Observation allowed for a "checking" mechanism too, especially where data appeared to be contradictory. Observers may influence the situation being observed, such as the staff, who may behave differently when they know they are being observed. Observation tends to focus on external behaviours. I went as an observer with the school staff for a weekend to Grabouw where they were writing up the mission statement for the school.

4.4.3 Interviews

Another technique that was used was the interview. Fourteen people were interviewed in this study. As stated in Miles and Huberman (1994:24): "As much as you want you cannot study everyone everywhere doing everything." The people who were interviewed consisted of two post-level one educators; two educators from the School Development Committee; two learners; one parent who is a member of the governing body; educators from the leadership and management team at the school, namely the principal, one deputy and three heads of department and two people from TIP. These interviews were audio-taped and then transcribed. Simultaneous observations during the interviews were recorded as field notes and then typed up. While conducting the interviews I was aware that the participants were responding from their own point view of what was happening.

This was appropriate for the constructivist approach of this study. Purposeful sampling (Patton, 1990) was applied in this study where the selection was done in order to try to obtain views from a cross section of the school community. The advantage of using interviews as a research technique is that they enable the observer to go beyond the external behaviour of the person observed (Patton,1990). The disadvantages of using interviews as a research technique are basically two-fold (Patton, 1990: 245):

1. The emotional state of the interviewer at the time of the interview can affect the interview data.
2. The interview data can also be subject to recall error and reactivity of the interviewee to the interviewer and self-serving responses.

The interviews were semi-structured using TIP's leadership and management indicators as a basis for the questions. According to TIP, these indicators should be visible when a school is developing its capacity to transform itself and manage change using TIP's OD strategy.

In the development of leadership and management there should be evidence of:

- a school functioning as an organisation;
- the principal seeing himself as a staff member;
- leadership and management being evident amongst teachers, students, and community leaders and not exclusively vested in the principal;
- the atmosphere in the school and the relationship between the staff and the principal being warm, relaxed, flexible and trusting;
- leadership and management being supported by all stakeholders within the school with regard to a school development plan and staff development programme

(TIP's Organisation Development Framework, 1997).

The focus of the interviews was to address the following questions:

1. Is there evidence of the above happening since the school has been working with TIP?
2. If there is evidence of the development of leadership and management, how was it developed and in what ways has it influenced the rest of the development of the school?
3. To what extent are TIP's leadership and management indicators reflected in the school development?
4. If there is no or little evidence of this element being developed, why?

With reference to my research timetable (appendix B), I commenced with my fieldwork on 10 September 1997 and completed it on 16 March 1998. I was at the school every consecutive Monday during this period for approximately three hours during which I interviewed people and made my observations. See appendix B for the research timetable.

4.5 CASE STUDY METHODOLOGY AND QUALITY CONTROL

Case studies must have quality control in order to generate good research. The quality of any study can be judged according to certain logical tests. These tests include testing for worthiness, credibility, confirmability and data dependability (Yin, 1994). These tests are also relevant to case study research. There are four means of checking quality:

4.5.1 The "test" for construct validity

By using a variety of research techniques this study will address the problem of *construct validity* which basically is the use of multiple sources which provide multiple measures of the same phenomenon (Yin, 1994). The use of a variety of research techniques "provides cross-check validity" (Patton, 1990:188). The findings and conclusion in a study where a variety of sources were used are "likely to be more convincing and accurate" (Yin, 1994:92). Triangulation is a term used for testing construct validity. It "is the combination of methodologies in the study of the same phenomena" (Patton, 1990:187).

The methods that were used in this study were interviews, observation and scrutinising documents. According to Patton (1990) the reasons for using triangulation are that:

1. using different data resources will validate and cross-check findings;
2. every type of data has its strengths and weaknesses and using a combination of them will increase validity as the strength of one will make up for the weakness of another.

4.5.2 The "test" for internal validity

This study will be examining and matching patterns of change and development. It will address internal validity where there is a concern for understanding causality in a recursive rather than linear way.

4.5.3 The "test" for external validity

This study is only valid in terms of the setting, population and theoretical framework in which it falls. This study will examine the development of leadership and management in a school which has been working with an NGO that was using school OD as a change strategy

for school improvement. The findings of this study are particular to the school and the results cannot be generalised to other schools. However, theoretical generalisation of the study could occur where theoretical insights and propositions could be examined in relation to school development theory, particularly OD theory. If another case study is done and it supports the same theory, then replication may be claimed. The study is small in size but it could shed some light on school OD as a strategy for school improvement.

4.5.4 The "test" for reliability

The aim of testing reliability is to see whether or not the same findings and conclusions will be yielded if another investigation is done on the same study following the same procedures as in the earlier investigation. Reliability could be determined by doing the study in the same school so as to minimize errors and biases. However, there will be problems with replicating the study in another school. The results could cause controversy as no two schools are the same and the findings may differ from the first research. To check the reliability of this study, all procedures, case study notes, documents and all other materials will be kept for future reference. This study was also evaluated by an external observer, a colleague of mine, to control any biased opinion as well as to maintain "a chain of evidence" (Yin, 1994: 98). This was done so that the reader could follow the progress of the study from the start of the research questions to the conclusion and vice versa.

4.6 DATA ANALYSIS

The data analysis of this study was based on Miles and Huberman's Interactive Model of Data analysis (1994) which features the process of *data reduction, data display and conclusion drawing*.

According to Miles and Huberman (1994:10): "Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions."

Data reduction occurred continuously throughout the study, even before the data was actually collected, in the form of anticipatory data reduction where I as the researcher had to decide which case, conceptual work, research questions and data collection approaches to choose. I as the fieldworker had to move back and forth between thinking about the data already collected and devising new strategies for collection which might provide data of better quality (Miles & Huberman, 1994). Data reduction involves writing summaries, coding, testing out themes and making partitions. Data reduction is where the researcher decides "which data chunks to code and which to pull out, which patterns best summarise a number of chunks, which evolving story to tell" (Miles & Huberman, 1994:11). Data reduction sorts, focuses, eliminates and organises data so that the conclusion can be drawn and verified (Miles & Huberman, 1994). Putting together information in an organised way in order to identify patterns, how frequently they occur, when they occur and why they occur in the context in which they occur constitutes data display.

Data displays also present preliminary conclusions and indicate what kind of action to take. In my data collection process I wrote down the question and below I recorded all the responses to that question and noted the patterns.

Drawing conclusions entailed noting patterns and comparing them. Verification was done during the writing up of the research by going back to the interviewee and field notes to check on the accuracy of what I was writing.

Coding is an analytical process. It involves giving meaning to the field notes. It includes differentiating, combining the data and making reflections of the information collected. In order to do this the researcher needs to use codes, "which are abbreviations or symbols used for sentences or paragraphs of transcribed notes so as to classify the words" (Miles & Huberman, 1994:56). Codes originate from research questions, hypotheses, key concepts or important themes (Miles & Huberman, 1994). I used codes that were derived from the research questions. Examples of codes were:

- **EVID-L&M -DEV** for evidence for development of leadership and management
- **HOW-L&M-DEV** for how leadership and management was developed
- **HOW? L&M-SCHL?** for how leadership and management development has influenced the development of the rest of the school
- **NO OR LTTL L&M DEV?** for why there is little or no development.

Pattern coding was also used to pinpoint themes and patterns that were emerging from the data (Maykut & Morehouse, 1994). In Miles and Huberman (1994:69) pattern coding is referred to as "repeatable regularities". This entails looking at patterns, recurrences and why's (Miles & Huberman, 1994:67). According to Miles and Huberman (1994:69) pattern coding has four important functions:

- it decreases the large number of data into a smaller number of analytic units;

- it gets the researcher into analysis during data collection so that later data can be more focused;
- it helps the researcher to build a cognitive map for understanding what is happening;
- it lays ground work for cross-site analysis.

Memoing is an extension of pattern coding. Memos bring together pieces of data into a cluster and allow for deeper analysis (Miles & Huberman, 1994). Memoing was used to raise questions around school OD.

The *unit of analysis* is basically defining "What the case is" (Yin, 1994:19). In this study the unit of analysis is the leadership and management changes that have occurred at Intlanganiso Secondary School. These patterns of change were examined in relation to the indicators as espoused by TIP and any other sources of influence. As pointed out earlier, a watchful eye was kept on other signs of leadership and management development, besides the TIP indicators.

4.7 ETHICAL CONSIDERATIONS

Educators in the school were informed of the aims and purposes of the research in a staff meeting with the whole staff. Before an interview, individuals were again informed about the aims and purpose of the research. Participation was voluntary. Consent regarding the use of names of participants and the school was obtained. The research activities did not disrupt the normal functioning of the school. An executive summary of the research will be given to the school. It is assumed that this feedback will contribute towards the school's ongoing development.

Participants involved in the research have been acknowledged at the beginning of this document.

This chapter has examined the research methodology and techniques used in this study. The case study method was the method considered most appropriate for this study. The techniques that were used in collecting data were interviews, observation and looking at documents.

The next chapter presents the analysis of the data.

CHAPTER FIVE: ANALYSIS

This chapter deals with the analysis of the data. Substantive issues that emerged from the data are highlighted and discussed.

In this study fourteen people were interviewed, namely: the principal; one deputy principal; three heads of department; two post-level one educators; two educators in the SDC; one parent; two learners and two people from TIP. Eight documents were analysed. They were correspondence with TIP, feedback by TIP and the minutes of meetings and agendas (see appendix C). The analysis was conducted according to Miles and Huberman's (1994) Interactive Model of Data Analysis (Data reduction, Data display, and Conclusion drawing). Data reduction occurred throughout this study. While collecting the data I was constantly moving back and forth between considering whether the data already collected was relevant to the research questions and the aims of this study, and devising new strategies for collecting data of greater relevance and better quality.

Data displays involve putting information in an organised way so as to identify patterns. In this study each question I asked was followed by the relevant responses to that question. By doing this I was trying to identify what Miles and Huberman (1994:69) refer to as "repeatable regularities" which, in relation to this study required looking for patterns of development. Having identified the patterns, I compared similar patterns with a view to drawing conclusions. Verification was also done at this stage where I went back to the interviewees and field to check on the accuracy of the data already collected and the patterns emerging from the data. Quotes have been used verbatim and have not been corrected.

The data collected focused on trying to answer the following research questions:

5.1 IS THERE ANY EVIDENCE OF LEADERSHIP AND MANAGEMENT HAVING DEVELOPED AT INTLANGANISO SECONDARY SCHOOL SINCE 1994 WHEN THE SCHOOL STARTED WORKING WITH TIP?

Yes, there is some evidence that leadership and management has developed in the school, particularly in terms of establishing *governance structures*. For example, structures such as the School Development Committee (SDC), the Student Representative Council (SRC) and the Parent, Teacher, Student Association (PTSA) have been established.

The SDC consists of five post-level one educators, two heads of department, one deputy principal and the principal. It was pointed out in the interview with the principal that the SDC was established in order to help the principal work with TIP. It would appear that the SDC is really committed to the development of the school. This was evident in an interview with one teacher who said that "the people who are members are really committed and they want to push the school forward". This was also confirmed by the principal when he pointed out that:

"In the SDC we do have core people who are really interested. These people are committed because they stay after school; these people turn up for workshops sometimes using their petrol monies and without moaning to the school that they need to be re-imbursed. I have people who are really serious; they want to own this process."

Other members of the SDC also pointed out that they wanted to develop their school. The principal is also a member of the SDC. He referred me to the SDC saying that this Committee works with TIP. The important role of the SDC in school development was

further confirmed by one educator whom I wanted to interview. He referred me to the SDC saying "they are the ones who know everything". TIP too is working hand-in-hand with the SDC. This was confirmed by the correspondence between TIP and the SDC (appendix D).

There is some evidence too to suggest that leadership and management has also developed amongst the learners. The SRC consists of students who represent the student body. There is evidence that there is communication between the principal and the SRC because the principal and one teacher meet with the SRC fortnightly to discuss anything that is troubling the learners or making them happy or unhappy in the school. There is also evidence that the SRC is involved in decision-making in the school as was confirmed by one learner who said that "The SRC is even called to attend PTSA meetings". In fact, two SRC members are members of the PTSA. Good relationships between the SRC and the teachers were confirmed by one learner who said that "When we see our teachers we see our parents because if we have problems it is easy to approach our teachers". The SRC has been equipped with skills through workshops facilitated by TIP on leadership, fund raising, communication and governance. The SRC has applied its fund raising skills by fund raising for their matric ball. TIP has also helped the learners to elect a democratic SRC at the end of 1996. This is confirmed by a document (appendix E).

There is some evidence that leadership and management has developed in parents too, though to a lesser extent because the parents who are working in the school are those in the governing body. It was pointed out in an interview with the head of department that "In the governing body we have parents who are focused, who are vocal and have a sense of direction so they ask a lot of questions about what is happening in the school". The others

only come for registration and fetching of reports. The principal pointed out that "The parents in our community always expect the process to be driven by teachers". The principal confirmed that the parents in the governing body are the "only ones who are active but they are only active as far as meetings of the governing body, but no programme of action". Lack of parental involvement in the school was confirmed by people from TIP too. In an interview with the principal about the lack of parental involvement in the school he said that "If you were to grade us on that side we score one or zero out of ten". It was also pointed out in another interview with an educator about lack of parental involvement that "my experience is that parents in these communities don't like coming to involve themselves in the activities of the school". However, a parent who was interviewed pointed out that "it is not that parents are not interested in school activities. It is because the people in Site C still live in the past where people used to respect teachers and schools and did not want to interfere with them, but if there is a need for them to be at school they will come". For example, there were hooligans who were preventing "white" and "coloured" educators from getting into the school. Parents stood up and protected these educators by fetching them on the motorway (N2) in the mornings, accompanying them in the afternoon to the N2 and also by patrolling the school during school hours. It was also confirmed in an interview with a parent on the governing body that there is an effective communication flow and good working relations between the principal and the parents in the governing body. "The principal consults us on whatever is happening in the school, even if it is a minor thing."

5.2 IF THERE IS EVIDENCE OF DEVELOPMENT OF LEADERSHIP AND MANAGEMENT DEVELOPED, HOW WAS IT DEVELOPED AND IN WHAT WAYS HAS IT INFLUENCED THE REST OF THE DEVELOPMENT OF THE SCHOOL?

It would appear that the SDC has had some influence on the development of the school. The SDC is involved in the green action. As a result of the SDC's work there are many societies. For instance, the library has started with help from READ, there is a cultural group, the school newspaper is also running (appendix F). It is due to their efforts and partnership with TIP that the mission statement was written (see appendix G). The efforts of the SDC have influenced other members of staff. For instance there are those who wanted to join the societies when they see the development in the school. On seeing things that are being done by the SDC, educators are staying for meetings though they do not interact. However, their presence shows some positive attitude towards development.

5.3 IF THERE IS LITTLE OR NO EVIDENCE OF LEADERSHIP AND MANAGEMENT BEING DEVELOPED, WHY?

Overall, it would appear that leadership and management amongst the educators has had limited development. Below are some of the possible reasons for this.

Firstly, when the school changed from a finishing school to a full high school the "new" staff and "old" staff members were not integrated into one staff. The staff was divided into the "old" staff who taught in the mornings and the "new" staff who taught in the afternoons. The leadership and management of the school seem to have played a role in this division process. As one interviewee said: "So many things were discussed with the 'new' educators such as

class visits where the 'new' staff was told that we ('old' staff) did not want class visits and they ('new' staff) must do class visits." These two "camps" only came together for meetings. The absence of a staff room is also detrimental to staff unity as the staff do not have the opportunity to interact with one another. There are attempts to unify the staff such as the birthday celebrations where two educators who were celebrating their birthdays brought cakes, sweets and drinks to share with the rest of the staff. These cakes were put in the staff room. The teachers only took their plates and went to their respective places. They did not sit and eat together in the staff room.

Secondly, most of the teachers interviewed spoke about the lack of transparency with regard to promotion posts by the management. This appears to have contributed towards mistrust, resistance, lack of confidence in the management, suspicion, always being critical of management and lack of commitment on the part of the educators.

Thirdly, the poor information flow appears to have affected the development of leadership and management too. With information not being shared equally, people are not always informed about what is happening at the school. This was confirmed by one of the interviewees:

"I think the communication to the staff is not as good as it should be. In the management we take decisions but these decisions we sort of feed back to the staff not well enough so that everybody knows what is happening all the time. We do not have communication on the level where it is to and fro."

Fourthly, the lack of commitment by the teachers is another problem in the school. It was pointed out in an interview that the most of the educators have just come to teach. They do not want to commit themselves to extracurricular activities and their school day ends at two o'clock sharp. One interviewee pointed out that "the teachers tend to undermine the area they are working in". It was pointed out in an interview that there is a lot of resistance, absenteeism and late-coming amongst the educators. "There are teachers who liked to sabotage whatever it was going to be done by the school for the benefit of the children like absenteeism, late-coming, by taking french leaves." Absenteeism was confirmed by the number of unsigned spaces next to an educator's name in the school's attendance register.

Fifthly, a lack of parental involvement in the school activities was also pointed out as another factor that affected the development of leadership and management.

5.4 WHAT SPECIFICALLY HAS THE ROLE OF SCHOOL OD BEEN IN THIS DEVELOPMENT AND TO WHAT EXTENT HAVE TIP'S LEADERSHIP AND MANAGEMENT AIMS BEEN MET IN THE SCHOOL'S DEVELOPMENT?

5.4.1 Do people see the school as an organisation?

From the interviews and my observations there is no evidence to suggest that people see their school as an organisation. It would appear that a contributory factor here was the changing from a finishing school, with a small staff to a normal secondary school with a much bigger staff. In this change the staff were divided into "old" staff and "new" staff. The staff were never integrated as one staff. Furthermore leadership and management contributed to the division by talking about the "old" staff to the "new" staff. The shortage of classrooms and

overcrowding further widened the division amongst the staff because the staff room had to be used as a classroom. This meant that teachers could not meet as a unit and chat over tea. This has resulted in teachers staying in HOD offices and their classrooms during breaks and free periods. In the HOD offices teachers do not see themselves as interdependent but rather as "departments". For example, there is the Department of Xhosa, the Department of Humanities, the Department of Science and other departments. They tend to operate independently and not as a school. It would appear that the educators are divided according to language, age (young or old) and race. Those with common interests seem to stick together. For instance, the SDC members gather in the Xhosa HOD office though only one belongs to the Xhosa department. In addition, the "white" and "coloured" educators seem to gather in the biology HOD office. Furthermore, in an interview with one educator and in another with TIP it was mentioned that the deputy principal instructed the educators "to only come to the staff room during breaks and not during free periods". TIP has advised the staff to organise the staff room and make it welcoming by buying an urn and cups so that it can be a meeting place where teachers meet and chat during free periods and lunch time.

The biggest division in the school is between the staff and the management. The staff do not see themselves and the management as a unit. Instead they appear to have an "us and them" attitude. It was also pointed out in interviews with the SDC, people from TIP and two educators that the SDC is perceived as the extension of management. This was apparent in their being given names such as the "A-team" and "Maliwa's people".

5.4.2 Is there evidence that the principal sees himself as staff?

There is some evidence that the principal sees himself as staff. For example, the principal pointed out in an interview that he is a "benevolent dictator". He also mentioned that "if you are working with people you sort of have to accommodate them". The principal pointed out that he consults with his staff. For instance, he mentioned in an interview that he drew up a list of school rules and handed them to the educators, learners and parents for discussion. The principal also pointed that even if he has an idea he discusses it with the educators. For instance, he said: "I tell the HODs, this is an idea I have, what do you think?" and then he continues telling the HODs to "take it to your departmental meetings". Then the educators "can come back saying it's a bad idea, a good idea or let's work it here and then". There is some evidence too that the principal does not see himself as staff because he pointed out he regards the school as "my school" and not "our school" because he sees himself as the person who is accountable for everything in the school. He supported this idea when he said "it is our school if you are going to talk about teachers who will know that the school day does not end at two o'clock, there are a lot of extra-curricular activities we need to do. It is our school if you are talking about parents who are going to be involved in school activities".

5.4.3 Is there evidence that the atmosphere and the relationship between the staff and the principal is warm, relaxed, flexible and trusting?

It appears that the atmosphere in the school is not relaxed, especially with regard to promotion posts. It seems that there is a lack of trust. It was mentioned in the interviews that people are obsessed with promotion posts though they may not be eligible for promotion. For example, there are some educators who do not attend school regularly but expect to be promoted. If these educators do not get those posts then they are inclined to blame the

principal and hence the atmosphere was not relaxed.

Despite these problems, the principal seems to be getting on well with most of his staff. They are on a first name basis. In the office where the SDC gathers one educator brought a cake on her birthday. She asked another educator to tell the principal to come and have a piece of cake. Another educator in the same office was laughing, telling the others that he was going to see the principal to tell him about a joke he had heard over the weekend.

Generally in the school the atmosphere seems not to be relaxed, but there are instances where it seems to be more warm, relaxed, flexible and trusting such as between the principal and the SDC, between the principal and the two deputies and between the principal and a few other educators. Having been to a workshop for a weekend with a third of the school staff, three governing body members, two students and the principal present, I observed the atmosphere to be warm, relaxed and flexible.

5.4.4 Is there an understanding that not only the principal is the leader but all those in managerial and leadership positions in the school (for example educators, parents and other community leaders) are leaders as well?

There is evidence that the school has extended management to include subject heads. This means that leadership is delegated to subject heads who must make sure that meetings are held and information is disseminated. This indicates that there is decentralisation of leadership, especially concerning academic matters, where some staff members have an influence in decision-making and practice.

However, with regard to the educators in general, only a few of them considered themselves to be leaders in the school. Another interviewee pointed out that:

"The majority of the teachers have just come to teach and earn money. They do not care about the students. These educators do not want to engage in extramural activities. For them their school ends at two o'clock sharp."

It was also mentioned in an interview that commitment to meetings is another problem in the school because "If meetings are held after school hours the educators expect them to be brief because they want to go home". In addition, there is a "culture of silence in meetings in the school". I also observed in a meeting some educators constantly looking at their watches and not taking note of what was happening in the meeting. It was also pointed out in another interview that "the more vocal teachers dominate the meetings and the less vocal only speak after the meeting". The people who are vocal in the meetings are the people in the SDC, in leadership and management, and a few other educators.

One interviewee pointed out that "The people in leadership and management positions are young and inexperienced. They were given those positions because there was nobody to do the job". Furthermore, "those people were not seen as leaders and managers by other members of staff and they themselves did not seek that kind of role".

Learners have shown leadership skills when dealing with issues that affect them such as conflict management, fund raising and the managing of their newspaper. For example, in conflict management one learner pointed out an incident where "one student claimed not to want to get into Miss X's class because of her attitude. That student came to us and we talked to the teacher concerned and later we and the teacher went to the principal to get the problem solved". One SRC member pointed out that "we motivate other students to do something for the school".

With the exception of those in the governing body, parents do not regard themselves as leaders. However, as mentioned earlier, the parents do come and help out in the school in times of crisis.

The last research question namely: "What is the particular role of OD in developing leadership and management in schools?" is responded to in chapter six.

5.5 SUBSTANTIVE ISSUES

A substantive issue is an issue or theme that keeps on emerging during data collection and data analysis. They are issues that may create both opportunities and retard or hamper the process. In this study these substantive issues arose through a process of data reduction. This

was my way of memoing. These issues were noted through patterns that happened to emerge on a regular basis. The substantive issues which became significant in this study are discussed below.

5.5.1 Dependency

The interviews indicated that there was a lot of dependency and reliance amongst the educators on others. Even in meetings when ideas were put forward they all agreed it was a brilliant idea but the problem was always "who is going to take it forward". There is an expectancy that other people will take the idea forward not them. When other people do things they are given names like the "A-team" or "Maliwa's people". In meetings, the educators do not speak to voice their opinions but speak after the meeting. TIP works with the SDC in the school. Perhaps this appeared to isolate further other educators. It seems that whatever development was taking place it was regarded as belonging to the SDC. The other educators seem not to take ownership of it. It seems as if these educators were not empowered so that they could take part in the development.

Their personal and professional skills such as leadership and organisational skills appeared not to have been developed. To them it seemed there was nothing they could do; hence they shifted the responsibility to others and took a back seat. This results in a weakened relationship between TIP and other staff members. OD is about the empowerment and development of educators. Empowerment of the educators could result in their responding with increased motivation and commitment. Leadership and management needs to promote the empowerment and development of educators so that they can exercise self-control, accept responsibility and obligation, believe in and care about what they are doing and be self

motivated.

5.5.2 Information flow

Information flow in the school appears to be a problem. Most of the time the staff do not meet as a whole. This has led to information not flowing correctly. This has resulted in some staff members not being informed about staff matters. In the school not everybody knows what is happening; hence this breeds suspicion and mistrust. The staff meetings are dominated by those who are more vocal and thus there is little room for discussion. One interviewee commented that "we do not have communication where it is to and fro". As a result most information is communicated through the grapevine. Communication from the leadership and management of the school to the educators takes place through the subject heads. This hierarchy of information causes a communication breakdown in the school because the Wednesday meetings where the subject heads are supposed to report to their departments are irregular and not always well attended, and information is passed with no room for discussion.

5.5.3 Inconsistency in the principal's authority

Some staff have commented on the inconsistency of the principal's authority which results in misconduct by most educators because they see that another educator has misbehaved and no action has been taken. According to Van der Westhuizen (1996:3) "...effective functioning of a school depends on the professional conduct of the school principal and the leadership and management roles he fulfils". It was pointed out in the interview about the principal's authority that:

"...at times he takes on very strong and purposefully and at times he is a bit slack and people might also then doubt his kind of leadership and he's not doing what he ought to do all the time but I think for a principal of a very big school, and he's quite young, it can be a very difficult task".

The principal is seen as a person who directs and inspires the school; therefore he needs to set an example by being consistent.

5.5.4 Lack of parental involvement

Parents need to be more involved in school matters. Possibly their involvement would give the principal more strength to be consistent in his authority. In addition the chairman of the governing body is said to be too lenient with the educators and does not want to take firm decisions. According to the Schools Act governing bodies have to be established in schools. In order for a governing body to be effective its capacity for governance needs to be built. However, this should not be done in isolation as the governing body needs to work with the leadership and management of the school. The interconnectedness of the two needs to be taken into consideration and their needs addressed simultaneously.

The development of leadership and management in the governing body is very important because they are faced with a task of articulating the mission and vision for the school, monitoring the school's performance and holding the staff accountable. This is a very difficult task which requires partnership and effective communication amongst all the stakeholders.

CHAPTER SIX: DISCUSSION

6.1 GENERAL COMMENTS

According to school OD conflict has to be managed appropriately in order for school development to be successful. With reference to the school in this study this was not the case. It has many unresolved conflicts such as a lack of transparency with respect to promotion posts. This appears to be a barrier in school development as it contributes towards people's resistance to change. The *Report of the Task Team on Education Management Development* (1996:32) raises this issue:

"Resistance to change flourishes where there is poor communication, little or no active participation and involvement in decisions and where tensions are allowed to simmer unchecked."

As a result of this, conflict appears to characterise group dynamics where suspicion and mistrust are evident. OD is said to be open minded about group dynamics but this was not so in the school because the group dynamics were ignored instead of being dealt with. In the process of school development, conflict should be identified, acknowledged and managed. This does not mean that development will not be accompanied by conflict. According to TIP's Organisation Development Framework (1997), TIP holds to the principle of creative controversy where conflicts are seen as a natural and a desirable part of the change process, but in the school in this study conflict appeared to be a barrier to school development. Furthermore, according to De Jong (1996), OD can provoke conflict but the school has to learn to recognise and use conflict for the development of the people and the organisation and not be manipulated by it.

School OD involves stakeholders themselves in the assessment, diagnosis and transformation of their organisation. OD holds to the principle that if the stakeholders are involved from the beginning they can take ownership of the transformation process. Systems theory also holds to the principle of self-organisation, which places the responsibility of development and change within the school itself. TIP too is guided by the principles of ownership and empowerment which requires that the educators be actively involved in their development and be ready to commit themselves to take control of their situation for the sake of development. This is confirmed by the *Report of the Task Team on Education Management Development* (1996:65): "Educators and managers must have the capacity to determine, in a collaborative way, the strategic direction of their organisation." The educators in the school appear not to be empowered enough (though a few are) to take ownership of the development process and to commit themselves in their development. The challenge for the school in this study is to build unity so that they can work together as a team. This challenge lies with the school's leadership and management to see to it that everybody is involved because its task is to direct and influence task-related issues.

For OD to be successful it must be conducted within an organisation. TIP too holds to the principle of holism which sees the school as an organisation and a system with interdependent parts. Schools are made of interconnected and interlinked elements. Each element needs to be functioning well in order for the school to be healthy. In the school in this study there is a mix of functional and dysfunctional elements. The SDC and the learners appear to be working in the school. Some of the educators seem to be working though others appear to be resisting whatever development is taking place. Few parents in the governing body seem to be working, but when there is a crisis they do come and help out in the school. Leadership

and management of the school appears to be lacking firm and consistent authority. Because other elements are not working, such as the parents and some educators, this affects the smooth-running of the school. The school in this study is characterised by late-coming, resistance, absenteeism and lack of commitment which affect smooth running. The smooth running of the school depends on the well co-ordinated functioning of all the elements. As mentioned earlier, OD requires involvement of all the stakeholders so that they can take ownership of the change process.

Organisation development includes external assistance in the form of a consultant. TIP's task in the school is to give assistance by helping the stakeholder to identify their strengths and weaknesses. Even though there is external assistance, stakeholders need to take ownership of the whole process. However, the educators in the school do not seem to understand the approach that TIP is using in the school. They seem to be suspicious of TIP. TIP is at the school to give assistance to the stakeholders so that they themselves can identify aspects of the school that need to be developed and the kind of development that needs to occur. The educators in the school expect TIP to tell them what to do and how to do it. This is not what TIP is about. TIP has been working with the school for a long time but the development appears to be minimal.

The context within which the school is based plays an important role in school development. The school is situated in an informal settlement where most people do not care much about development. Schools are broken into and classroom doors, chairs, desks and fences are stolen. In addition the school's fax machine and a computer have been stolen. While I was at the school, children were relieving themselves on the school grounds and another person

threw rubbish on the school ground. The educators confirmed that this is what happens every day. This could be a barrier to development.

Owing to the rationalisation of temporary educators, the remaining educators were overloaded with work. This has lowered the morale of the educators. This has resulted in development being at its lowest level.

Leadership and management is at the core of every school. It "holds together and develops all other aspects" (Donald *et al*, 1997:91). The school in this study therefore needs a firm leadership and management. Leadership and management is not only the duty of the principal and the management staff. Leadership and management should not be seen as the task which involves only a few but an activity in which all stakeholders should be involved. In Intlanganiso, leadership and management is seen as the task of the SDC and the school's leadership and management. All educators are leaders and managers (Donald *et al*, 1997). In Intlanganiso, there are educators who have managerial and leadership skills but the situation at the school is disabling them. They are unable to perform to their fullest potential. This is confirmed by the Report of the Task Team on Education Management Development (1996:66) which states that: "Individual managers can only perform well if the structures within which they are working are performing effectively." TIP also confirms this by holding to the principle of teacher development which focuses on the development of educators. This requires capacity building in leadership and management skills for all the stakeholders in the school. TIP considers this to be a key principle of whole school development (De Jong, 1996).

It appears that firm and authoritative leadership and management in the school needs to be developed. If this is achieved, this could ensure that suspicion and mistrust are kept in check. When leadership and management is inconsistent there is a lot of misconduct amongst the educators such as late coming and absenteeism. This sets a bad example. For instance, if one teacher has been absent for three weeks and no action was taken against that particular educator, another educator will exploit this precedent. In a staff meeting one teacher suggested that the principal needs to take strong action against teachers who do not come to school regularly and not say "buddy don't do it again". This suggests that the educators yearn for firm and authoritative leadership and management. It was pointed out in an interview that the chairman of the governing body is "not bold enough, he is lenient with the teachers". This puts the school in a very difficult position because it lacks firm and authoritative role-models in the school's leadership and management. If the capacity for leadership and management could be built, they would be able to take the responsibility of managing the school effectively.

The principal seems to be getting on well with most of the staff. The principal is also said to be supportive of the SDC and the SRC. If the principal could use appropriate styles of leadership and management such as solving problems through collaboration, group decision-making, communication and building staff cohesiveness, things could be different in the school. Maybe other educators could be drawn in. As was mentioned in the interviews, the principal is young, ambitious and passionate; he could easily and quickly learn the necessary skills to develop his leadership and management. The *Report of the Task Team on Education Management Development* (1996) also calls for training and support programmes in order to develop competencies in school management.

The *Report of the Task Team on Education Management Development* (1996) advocates the development of communication strategies which promote transparency and access to information. Sharing of information forms the basis of informed decision-making. TIP advocates the principle of transparency too which encourages openness and constructive criticism. Perhaps this needs to be a priority in the school as the flow of information is not good. What might be a contributing factor here is the system of meetings in the school where there is first a management meeting with the principal, the deputies, and the subject heads and then afterwards there are departmental meetings where the subject heads report to their respective departments what was discussed in the management meeting. The information might not be equally distributed which might mean some are getting more information and others are getting less.

Another factor contributing towards the poor information flow is that there is a lack of discussion concerning how people feel. For example, there was the planning workshop (appendix G) which many stakeholders could not attend. Most had valid reasons for not attending such as writing exams or problems with the venue being too far away. If this had been discussed, the staff would have had the opportunity to state their problems and possibly an alternative date or a closer venue to accommodate those with smaller children would have been suggested. Leadership and management need to open up channels of communication for transferring information and receiving feedback.

A number of the interviewees mentioned that most of the staff, such as the principal, are young and inexperienced, and are fresh from teacher-training institutions. These educators need a lot of support from the leadership and management in the school. They are not certain

whether what they are doing is the right thing in the classes where they are teaching. They are confronted with the challenge of doing their best. Moreover, in South Africa, the need for ongoing educator development has been emphasised in policy documents but not implemented adequately enough.

Unity and commitment was another factor mentioned in the interviews which was detrimental to the development of leadership and management. This lack of unity made it difficult for the educators to get more parents involved because they themselves were not a complete whole. Therefore they could not reach out to the parents because of this weakness. If they were united they could possibly involve the parents more effectively.

Sport in the school could be a unifying factor amongst the staff. For example, there is a soccer team for the male educators in the school. On one occasion when the school was playing against another school, female educators also went to watch their colleagues and were happy when they won.

The school has introduced a new subject, Tourism, to its curriculum. This is an attempt to make the curriculum more vocationally relevant.

The library, with the help of READ, has started working with an educator librarian who is a member of the SDC. The green action has established a few beds of flowers which show that at least people are starting with the greening of the school.

The learners, with skills obtained from TIP, have started a newspaper. In addition, they were able to elect a democratic SRC, and have been also involved in fund raising. The good relations between the educators and learners could also play an important role in the development of the school.

Parents have shown too that they do not come to the school to fetch reports only. They have shown their support for the school in times of crisis but what is also needed is to encourage them to come even if there is no crisis. They need to take ownership of the school, to know that the school is theirs too. The school needs to reach out and get more parents involved in the school activities.

Most of the educators in the school do not see themselves as change agents and do not acknowledge the role they could play in their own development; they expect somebody from outside to tell them what to do and how to do it. These educators need to be empowered in order to take control of their situation and be willing to commit themselves in their development.

This study had some limitations which are discussed below.

6.2 LIMITATIONS OF THIS STUDY

When I came to the school, I was referred to the SDC which met in one of the HOD offices. My association with the SDC created problems in interviewing other educators because they were regarded as the "A Team" and other educators did not want anything to do with them.

Within the context of current constraints in education such as rationalisation and increased workloads, I was unable to interview other educators. Most educators did not want to sacrifice their lunch hour or free periods to talk to me. There were those who did agree to speak to me but who did not turn up for the interview. Others did not want to speak to me because of my mentioning TIP, saying they did not want anything to do with TIP.

It was also difficult to get hold of parents because most of them were at work during the week and over the weekends they were busy with other projects. I had to go to the working place of the one parent whom I interviewed.

Schools are different. What has not worked at Intlanganiso Secondary School might work in another school. The findings of this study are particular to Intlanganiso Secondary School. They cannot be generalised in respect of other schools.

In spite of these limitations there are certain insights that are useful to consider when looking at OD as a school improvement strategy.

6.3 INSIGHTS

This section responds to the last research question namely: "What is the particular role of OD in developing leadership and management in schools?" In general, it appears that OD in Intlanganiso Secondary School has had a limited impact in the development of leadership and management. In examining the possible reasons for this observation, what is it that we can learn from Intlanganiso's development experience?

Firstly, *in order for OD to work it requires the participation of all the stakeholders*. In the school in this study not all the stakeholders participated in the development of the school. OD could not succeed because it requires active participation of all the stakeholders so that they can take ownership of the development process.

Secondly, *for OD to be successful there needs to be a "critical mass" support of the process*.

What this means is that the majority of the stakeholders need to support the process. This was not the case at Intlanganiso Secondary School. There were educators who were resisting whatever development was taking place. There were those who only saw their task as educating and did not want to be involved in anything further in the school. There was the "us and them" attitude between the staff and the management. This made it difficult for OD to work because the stakeholders in the school did not work as a unit and towards a common goal.

Thirdly, *OD requires the services of an external consultant who is trusted by the majority of stakeholders in assisting them to identify their strengths and weaknesses*. The stakeholders should take ownership of the development process. In the school in this study, some educators appeared to be suspicious of TIP. There were also those who wanted TIP to tell them what to do and how to do it. This has made it difficult for OD to succeed because it requires healthy relations between the people involved in the development process. The consultant only guides the stakeholders in the school and could not impose solutions. It is the stakeholders who have to discover solutions for themselves.

Fourthly, *OD's point of entry should be such that it has legitimacy amongst the majority of stakeholders.* The OD process at Intlanganiso Secondary School identified with the SDC which is regarded as the extension of the management. This association with the SDC was met with scepticism, resulting in some suspicion. This appears to have weakened the relationship between the educators and TIP thus limiting the impact of the development work in the school. Perhaps the governing body would have been a good point of entry because it has a legal standing in the school.

Fifthly, *OD must highlight the constructive role of conflict in the development process.*

OD regards conflict as part of the development process. Conflict has not been acknowledged and adequately dealt with at Intlanganiso Secondary School. This has resulted in a lack of commitment and resistance by the educators. In order for OD to work conflict needs to be acknowledged and used for development purposes.

Sixthly, *in order to sustain development, continuous self-evaluation must be emphasised in the OD process.* This appears to be a problem in the school because:

- not all the stakeholders have been involved in the development process thus making it difficult to maintain a continuous momentum of self-evaluation. Furthermore, many of the stakeholders were not engaged in the development from the beginning and did not want to take ownership of the development process;

- of low morale of educators due to the rationalisation of seven temporary educators which has led to uncertainty in the educating profession;
- of time constraints where educators could not engage in extra work due to heavy work loads caused by the rationalisation of temporary educators;
- of the lack of commitment, responsibility and accountability by educators where many of the educators were unwilling to engage themselves in any other activities besides educating.

Finally, *for success to be maximised OD needs to focus equally on the organisational life of a school and capacity building of individuals, especially the development of authoritative leadership and management.* The goal of OD is the improvement of both the quality of life of the individual as well as school's organisational functioning and performance. Quality of life in the school involves developing a healthy climate in the school which includes the addition of knowledge and skills and the establishment of trust and effective leadership and management. The school in this study has not been able to achieve the quality of life because of a lack of unity and an apparent unhealthy climate amongst the educators. This seems to have been accompanied by a generally non-authoritative leadership and management which in some instances has led to misconduct amongst some of the educators thus impacting the quality of life at the school negatively.

6.4 RECOMMENDATIONS AND CONCLUDING REMARK

The findings of this study have confirmed how crucial the development of leadership and management is to school development. In light of the findings of this research, the following recommendations are offered:

- Intlanganiso Secondary needs authoritative leadership and management which is going to inspire and direct the school. The leadership and management skills of the principal, the chairman of the governing body, and the management team in general need to be further developed.
- Educators in the school need to be empowered so that they too can regard themselves as leaders and as part of the organisational life of the school. The school needs to decentralise authority so that everyone could have an influence over decision-making. More and more leadership needs to be exercised by everybody, not only by the people in authority.
- Lines of communication need to be opened and accessible to everybody in the school. There could at least be frequent staff meetings to ensure that everybody gets the same information at the same time.
- The school needs to reach out to the parents, to do things that will make the parents want to come to the school by involving them in decision-making and other activities in the school. Parents need to be made aware that the school is theirs too.

In conclusion, the school's leadership and management, educators, learners and parents are the ones who can make development possible in the school. The quality of education at the school depends on them. There is an interconnectedness between leadership and management development and transformation. Developing leadership and management skills in all the stakeholders in the school could ensure continuous improvement and positive change for everyone.

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APPENDIX A

INTERVIEW QUESTIONS

PHILLIPA AND BRENDA OF TIP

INTLANGANISO HIGH SCHOOL

2 SEPTEMBER 1997

1. Who initiated the intervention and why?
 2. Could you describe leadership and management before you first started working with the school?
 3. Because leadership and management is central to development, how was the reaction of the people in these positions to the intervention.
 4. What was the attitude/ reaction of the stakeholders?
 5. What kind of changes that had taken place in leadership and management and how did these changes come about?
 6. According to your working document you mentioned that if a school is developing its capacity to transform itself and manage change using TIP's OD strategy then it must develop leadership and management where:
 - * There is an understanding that a school is an organisation.
 - * There is an understanding that not only the principal is the leader but teachers, parents and other community leaders as well.
 - * Management does not lie with the principal and the management team but also with staff. Principal should see themselves as staff vice versa.
 - * The atmosphere in the school and the relationship between the staff and the principal is warm, relaxed, flexible and trusting.
 - * Leadership and management is supported by all stakeholders within the school with regards to school development plan and staff development programme
- Is there any evidence of the above happening in the school?
7. Where might we look for these changes?
 8. How did these changes influence the rest of the school?
 9. In what ways did the changes connect with the vision and mission of the school?

INTERVIEW QUESTIONS
MR MALIWA
INTLANGANISO HIGH SCHOOL
10 SEPTEMBER 1997

- (1) How and when did TIP's relationship start with Intlanganiso?

- (2) What have been the main interactions that have characterised this relationship since its inception?

- (3) What has been the primary focus of these interactions?

- (4) In your opinion, what changes/developments have taken place at Intlanganiso since the inception of your relationship?

- (5) To what extent do you see these developments/changes as being **directly** related to the work that TIP has done with Intlanganiso?

- (6) To what extent do you see these developments/changes as being **indirectly** related to the work that TIP has done with Intlanganiso?

- (7) What indicators do you base your responses to the previous two questions?

- (8) Where might we look further to understand these developments/ changes better?

QUESTIONS ASKED TO EDUCATORS, HODS, DEPUTY PRINCIPAL AND SDC
DURING THE INTERVIEWS

1. Do people here see themselves as organisation?
2. Is the atmosphere between the principal and staff warm. relaxed and trusting, if not why?
3. What kind of relationship does the principal have with the staff, SRC and the parents?
4. Does the principal see himself as staff? Elaborate
5. Is leadership and management supported by everybody in the school?
6. Does everybody see him/herself as a leader in the school?
If yes how and if no why?

INTERVIEW WITH THE SRC

15 September 1997

1. What kind of relationship do you have with TIP?
2. Which workshops did you attend?
3. What were they about?
4. What have you achieved in these workshops?
5. How did you help other students who did not attend?
6. What kind of relationship do you have with the principal?
7. Do students support the school's leadership and management?
8. What role are you playing in leadership and management?
9. In what ways do they support leadership and management?
10. What kind of relationship do you have with the teachers?
11. How are the links between the students and the SRC?
12. How have you used the skills obtained from TIP's workshops?

APPENDIX B

VISITS TO INTLANGANISO SECONDARY SCHOOL

I have been to Intlanganiso Secondary School collecting from 10 September 1997 to 16 March 1998. TIP was interviewed on the 2 September 1997. Below is my data collection time-table.

SEPTEMBER 1997

10/9/97 Interview with the principal

15/9/97 Observation

22/9/1997 Interview with SDC member

OCTOBER 1997

6/10/97 Interview with post-level one educator

13/10/97 Interview with two learners

17/10 - 19/10 I went to a vision building workshop with the school in Grabouw.

22/10 Interview with the deputy principal

27/10 Interview with an HOD

End of the year examinations started and I stopped.

FEBRUARY 1998

2/2/98 Observation

9/2/98 Interview with SDC member

16/2/98 Interview with an HOD

23/2/98 Interview with post-level one educator

MARCH 1998

2/3/98 Observation

5/3/98 Interviewed a parent at her work place

9/3/98 Interview with an HOD

16/3/98 Observation



APPENDIX C

Teacher Inservice Project
elle

Learning Schools Develop

Faculty of Education
University of the Western Cape
Private Bag x 17
Bellville 7535

Telephone : (021) 959-2435
Fax : (021) 959-3630

Mr. Maliwa
Principal
Intlanganiso Secondary School
Site C
Khayelitsha

17th September 1997

Dear Mr. Maliwa

Re: Vision-building process at the school

This is a follow up to the meeting held with the Governing Body, the Student Representative Council, the School Development Committee and the Management staff on the 13th of September 1997. Although the attendance was low, representatives of all the stakeholder groups were present.

The purpose of the meeting was to agree on a process that would enable the Governing Body come up with a mission statement that was shared by the school community before the deadline at the end of October. I proposed a workshop process as a way of achieving the following:

- getting input from all the stakeholders of the school about the mission statement and areas of development for the next three years
- as a team building process for the staff and
- as a way of introducing the Governing Body to the staff and SRC

A concern was raised that a workshop process might undermine the leadership of the school and that a process in which both the chair person of the Governing Body and the Principal propose a vision and mission statement to the school community, and then they debate it might be better. After a lot of discussion the meeting felt that the workshop process would be more inclusive and would provide a forum for everyone to contribute to the vision of the school.

As a way of addressing the concern about leadership I would like to suggest that you and the chairperson of the Governing Body write a letter to all the staff members, and the members of the SRC executive inviting them to a vision building workshop. In this letter it is important to point out that :



APPENDIX D



Learning Schools Develop

Faculty of Education
University of the Western Cape
Private Bag x 17
Bellville 7535

Intlanganiso Secondary School
Khayelitsha

Telephone: (021) 959-2435
Fax: (021) 959-3630

18th November 1997

Dear Mr. Maliwa

Follow-up workshops for the school

Following discussions with you, I have planned the following workshops with your school management team, as well as the whole staff, and the Governing Body. Please forward this proposal to the Thousand Schools Project for processing as soon as possible.

Leadership and Management Training

Accommodation and catering for 13 people	R1 600.00
Travelling	R 950.00
Facilitation fees for 16 hours x R145.00	R2 320.00
Total	R4 870.00

Follow-up planning session for the staff

Catering for 50 people	R2 500.00
Facilitation fees for 8 hours x R195.00	R1 560.00
Total	R4 060.00

Workshops for the Governing Body

Catering for 12 people	R1 400.00
Facilitation fees x R145.00 x 16 hours	R2 320.00
Total	R3 720.00

Sincerely,

Philippa Kabali-Kagwa





APPENDIX E

Teacher Inservice Project
elle

Faculty of Education
University of the Western Cape
Private Bag x 17
Bellville 7535

Telephone : (021) 959-2435
Fax : (021) 959-2647

7 October 1996

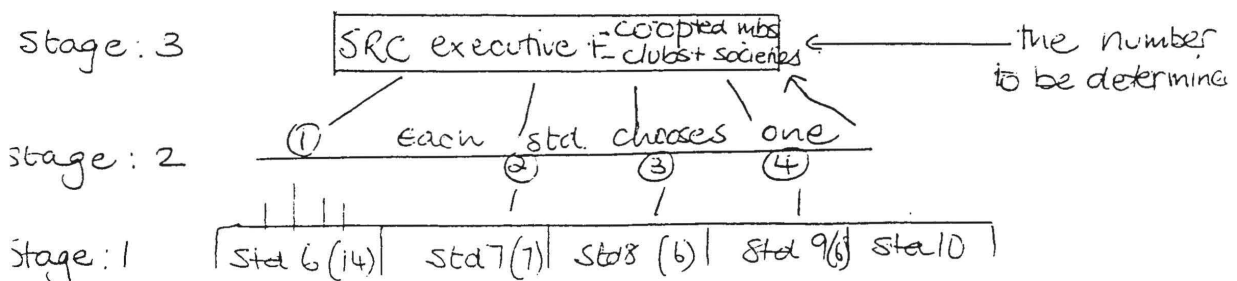
Dear Nomavu

I am sending this letter to confirm the plans we made for the SRC elections. These are the plans we made. Please check whether it corrolates with your plans. Here goes:

- * Staff meeting - 9th October
 - * Staff and students generate a list of criteria which spells out what it means to be a good SRC member.
 - * Assembly where the SRC exec. informs the student body about the elections and criteria - 11th October
 - * SRC and teachers to make election posters which raises the school's awareness.
 - * Choose class reps. - Mon. 14th
 - * Workshop with classreps. on Tuesday or Wednesday 16th October.
 - * SRC campaigns 21 - 25th October.
 - * SRC debates 28/29/30th October.
 - * SRC elections 31st October and 1st November.
- } school development
Committee to assist.

The SRC will be elected from representatives of each class in the school. Each standard will elect a class rep. eg. from Std 6 there will be 14 class reps, and so forth. Thereafter the reps. from each standard will chose a class rep. which will form part of the SRC executive. The SRC will choose new class reps. when school reopens next year. These class reps. will become members of various commitees which the SRC chooses to elect.

Here is a diagramme which explains the process:



Thank you

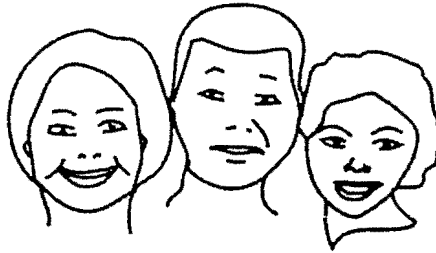
Brenda and Philippa
TIP.

99

P.S. Please can you get us the report (quarterly report) that I returned to you - and can you remind Willy about the contract. Philippa

APPENDIX F

INTLANGANISO NEWS



The newsletter team by Belinda Berman of Mediaworks

Welcome to the first issue of Intlanganiso News! This student newsletter has been started by a group of students who attended a media and communication skills course given by the Mediaworks College in Cape Town. The newsletter will keep you up to date with what is happening at school and provide a way for people to give their views on issues at school. What you say must be interesting and any criticisms must be constructive - rude and nasty statements about people will not be printed. The views do not represent the official views of the school or of Mediaworks. The newsletter committee members are: Sonwabo Mbotina, Siphwi Kiti, Siphwi Ntshewula, Nicholas Mthembu, Mzingabantu Mshudulu and Luyanda Ndudula. If you would like to report on the activities of a group or club that you belong to, or if you have something to say that relates to Intlanganiso High or you have a poem or joke you would like to share with the school, contact one of the committee members to have your piece said in the next issue. Enjoy your democratic newsletter!

Orlando Pirates crushed Kaizer Chiefs

by Sonwabo Mbotina

Orlando Pirates crushed Kaizer Chiefs on Saturday 15 March in front of a crowd of Chiefs supporters at the FNB Stadium by beating them 4 - 1. The match started with good performances: a skilled young Pirates striker scored three times. The last goal of Pirates was scored by a central middle fielder. A consolation goal for Chiefs was scored in the second half, in the 42nd minute before the game ended.

Teacher leaves dirty class

by Siphwi Kiti

A conflict between Std 10 (D) and their class teacher was caused by the classroom which had not been cleaned for two weeks. The teacher asked the class if they were going to clean the classroom. The students did not reply. The teacher decided to leave the class and told the students to find somebody whom they will obey. The students were shocked by this action and called a class meeting. While they were discussing what to do, another teacher came in and asked what the problem was. When the students told him, he advised them to write a petition to him and he would play the mediator between the students and their teacher.

The teacher asked for the class representatives to discuss the problem with him and their teacher, but the students refused to offer the reps to stand for the class. The teacher solved the problem by mediating between the class and their teacher. He came back and told the class that she promised to come back if the students cleaned their classroom.

Intlanganiso is the school of excellence

by Sonwabo Mbotina

Intlanganiso made incredible things happen by winning the choir competition held in March at the University of the Western Cape (UWC). The 'unknown' school from Khayelitsha was competing against well-known schools from Mitchells Plain, Bellville, Cape Town and Crossroads. Intlanganiso's choir sang three songs: one was about the new South Africa, another was about a Wanderer and the third song was about racism in the old South Africa. The audience was very excited about the school that came first. Bellville High School came second and Crossroads High School came third. Well done, Intlanganiso Choir!



What is going on with sport in our school?

by Sipiwo Ntshewula

Sport is something that many schools forget to focus on, but here at Intlanganiso people are doing something to put it on the map. 'Each and every school in this country should take part in sport because it helps to develop school spirit and could also be a part of a student's future. Some students can find careers as professional players,' says Nicholas, one of the students organising the school team.

Intlanganiso participated in the athletics event that was held at Green Point Stadium in the first term, where we came sixth out of many schools from Cape Town.

'What we have done now is organise students who want to play rugby and football here.

After that we will take them to the grounds where they will train to be fit for games. We do not disturb school periods and we are helping to build the nation,' said Nicholas with a hopeful face.



Members of Intlanganiso's athletics team, who took part in the events at Green Point



Excited students cheer on the athletes at Green Point Stadium.

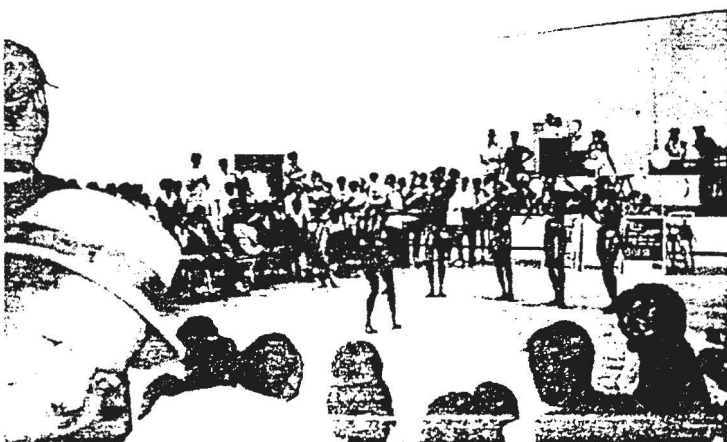
Intlanganiso School is overcrowded

by Nicholas Mthembu

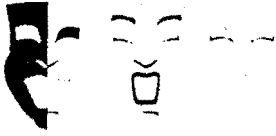
Our school is overcrowded. It is a common problem to hear the schools of Khayelitsha complaining of overcrowding. But Intlanganiso, although it is only three years old, is very famous so parents want to send their children here. Parents from Site C and also Gugulethu, Macassar, Site B, Crossroads and other townships send their children to be pupils. The problem is this: the caretakers of the school are only two and the school is their responsibility to be tidy. The rest of the school, when they see that the school is untidy, say that the caretakers did not do their work thoroughly.

And the other problem which is common is that the government is not employing teachers, although the classes are full of pupils. Intlanganiso has 1500 pupils and there are 50 pupils in each class. In January each year more pupils are looking for schools.

The government needs to look after its schools, because we are suffering from this overcrowding.



The men in action showing their stuff at the Mr and Miss Freshette competition held in March. Well done!



Students who competed in the Miss Freshette competition. Well done to all of you!



Students dancing for the audience at the Mr. and Miss Freshette competition, which included drama, poetry and dancing. The event was a fundraiser and was enjoyed by everybody.

Cleanliness within our school!

by Siphwiwo Ntshewula

Intlanganiso! Our school is kept clean but there are some students who are here for vandalising and making the school dirty. Carctakers say they are trying to keep the school clean but students make it dirty, especially when they eat at lunch time. 'I wake up early every morning and I arrive here at seven o'clock to open up classrooms and clean the whole school,' said Madiba, a caretaker. Many students leave dirty things like empty drink cans and plastics that wrap their food all over the school.

Selfishness never built a nation no matter what the culture is of that nation. Every student here is neat and clean but their school is dirty because they dump everything on the floor. I am a person working with the same energy as anybody here and I'm trying to say that students must be honest and help to keep the school clean,' said an angry caretaker, holding a mop and cleaning the toilets.

Uniform is the key

by Nicholas Mthembu

The pupils of Intlanganiso High School wear school uniform to events and competitions against other schools, even though some other schools don't. It is important to wear uniform in these situations because there is no game without fans. Uniform also has an important role because pupils can't go to the taverns in it. Another good thing is that other people can see which school we are when we do well or help others in the community.

Students worry about future

by Mzingabantu Mshudulu

School students are smoking, using drugs and alcohol and carrying weapons. They cause problems and destroy their future and others' future. After school hours you can see many students in taverns or robbing others. But other teenagers are forming cultural groups to help decrease crime. The crime level is so high that the youth of Khayelitsha want to co-operate with the government.

Volcanic eruption destroys lives

by Luyanda Ndudula

On 17 December 1996 volcanic ash erupted because the sun was very hot. People were injured, many lost their homes and many died. The hospitals were full and the roads were full of blood. Children lost their families and many people became refugees. Other people became criminals because they lost their homes and were ill or even mad. The graveyards were full because there were so many dead. A lot of people lost their confidence through this sad incident which happened because of the sun.

Things have changed at Intlanganiso

by Siphiso Ntshewula

At Intlanganiso students and teachers have a nice and respectful student called Mzingabantu Msudulu. Very neat and a member of the SRC, he sets a good example at the school. When he asks students to do something he will do it too. He says about wearing a school uniform: 'I am someone who says something and does that thing exactly as it is.'

As he is a matric student this year what does he think will be the future of his school?

'This school will be the same as now because I do things with people and there are those who will follow my step from next year onwards. As you can see we have tried to do things that can be seen here after we have left this school. Things like sports grounds and asking students to wear school uniform like me,' he said with a smiling face.

Answering the question of what he would like his school to be at the end of the day, he said: 'I would like to see this school in the top schools of this province.'



Mzingabantu Msudulu pictured here on the right with Luyanda Ndudula (left) and Belinda Berman of Mediaworks.



Report on the
Vision Building Workshop for
Intlanganiso Secondary School

held on
17 -19 October 1997

at the
Elgin Community College
Grabouw

As part of the
Education Quality Improvement Programme (EQUIP)
Western Cape

This is a report of the vision building process held at the Elgin Community College, in Elgin, from the 17th to the 19th October 1997. I have tried to structure this report in a way that will be useful in taking the process at the school forward. Because of this I will only highlight what was important, and the major decisions that were taken, or still need to be taken. This is a very dense report. It is important that as we read it we take into consideration what is important for 1998. It is also important that we think about what other support we would need.

The attendance to the workshop was not very high. We expected the full leadership and management team, the Governing Body and the staff. Only two members of the management team were present, three parents, the secretary and about a third of the staff. Nevertheless the commitment of the group that attended the workshop was high, people worked hard and consistently, and the process was very fruitful.

THE JOURNEY

Intlanganiso has been going through a development process for the past few years. The road has not been easy. What has happened is that while there have been a lot of positive changes in various parts of the school, there has not been a sense of cohesion, or of a shared vision. Each group seems to be involved in their area of development, and is very committed to their own work, but there is not a common understanding of how each little project enhances the school. The main purpose of this process was to try and develop a shared vision with the school community, and thus give a shared sense of direction to the development process at the school. The process tried to answer the following questions:

Who are we and what do we do?

Where are we going to? i.e. what kind of school do we want to be?

What needs to change to enable us to get there?

How are we going to get there? What steps do we need to take to get there?

The first part of the process was to develop a shared understanding of the CORE PURPOSE of the school. What does it mean to be a school? Participants were asked, in their groups, to answer the following questions:

1. What is the main service that you, as a school, provide for students? What is your core purpose (main function)?

2. How do you provide this service?

Participants went through a number of rounds of answering this question, with feedback sessions and a lot of discussion in between. It was important that people were clear about what they meant when they used terms like "holistic education" or "quality education". The responses that were made by the groups were then put into grids, highlighting what the core purpose, additional purpose of the school were, and how the schools were prepared to provide them - the qualities that they felt were important as part of the provision of their services.

The grids developed by the three groups are shown below:

Group One

	What service do we provide?	How do we provide it?
CORE PURPOSE	Knowledge - academic and general - physical - mental - social - spiritual - emotional	- Patience - Consistency - Open communication - Being discipline and teaching discipline - Team work - Being professional educators - Facilitating learning - Informed and updated teachers - Commitment - Being responsible - Being goal directed - Planning and evaluation
ADDITIONAL PURPOSE	<ul style="list-style-type: none"> • Counseling - career guidance - Hygiene and health - problems that face the learners <ul style="list-style-type: none"> • Establishing links and working with the educational support services 	- Open and regular communication - Honesty - Openness - Being trustworthy and reliable - Respecting confidential issues - Inviting the social workers, nurses and so on to provide services

Group Two

	What service do we provide?	How do we provide it?
CORE PURPOSE	<ul style="list-style-type: none"> - Knowledge - Life skills - Social/behavioral skills - Career development 	<ul style="list-style-type: none"> - Role modeling - Open communication - Transparency - Field trips and experiential learning
ADDITIONAL PURPOSE	<ul style="list-style-type: none"> - Partnerships with the school community, social and community structures - A safe environment 	<ul style="list-style-type: none"> - Social activities - Building trust between all roleplayers - Open and regular communication - Transparency

Group Three

	What service do we provide?	How do we provide it?
CORE PURPOSE	<ul style="list-style-type: none"> • Learning • Social development, discipline, UBUNTU • Life skills: career guidance, listening skills, punctuality, self-esteem, etc • Teaching • Personality development: mental, physical and spiritual • Teach the learners to prioritise 	<ul style="list-style-type: none"> • Partnerships • Providing information • Role-modeling • Counseling (parenting) • Building self-reliance • Open and regular communication • Being comforting, and approachable • Doing needs analyses and building our work around the needs of our clients • Being responsible

There was a lot of discussion about what had been put in the various columns, questions of clarity, and we then reached the general consensus and developed the final grid, which participants felt demonstrated the CORE PURPOSE of Intlanganiso Secondary School, highlighted the ADDITIONAL PURPOSE, which supported the core purpose, and outlined how these services should be provided:

THE CORE PURPOSE OF INTLANGANISO SECONDARY SCHOOL
(See the table on the next page)

What emerged clearly was an understanding that the school community of Intlanganiso did not view education in the narrow terms of academic knowledge.

- A lot of importance is attached to social development. It was clear that the participants believed that teachers, parents and non-teaching staff members should be role models, and that the way in which they behaved, or spoke to each other, and to the learners would affect their behaviour.
- School should be a place that prepares the young learner for the world of work. This was a point that was stressed. It pointed to a relevant curriculum, to developing the learners general knowledge, and their self esteem, as well as developing their latent talents, and helping them make the right career choices.
- That the education that was provided needed to be holistic was also important, and pointed to some of the developments that have been taking place in the school, where more teachers are beginning to get involved in extra-curricula activities, and the success in sporting activities, the interest in drama and music by the learners, the development of the library, and school newspaper are also indicative of this.
- Communication and communication skills were also highlighted as important. On the one level it was important that teachers and learners communicate respectfully with each other, and with parents and the non-teaching staff members. It was also important that information flowed freely within the school community, and people had access to relevant and important information.
- The importance of having a teaching core who were committed, prepared, informed, updated, professional and that worked as a team was also highlighted.
- Working together as a school community, and in partnership with other community structures was also seen as an important goal, that would help the school fulfill its core purpose.

	What service do we provide?	How do we provide it?
Core Purpose	<p>Provide a holistic education:</p> <ul style="list-style-type: none"> • academic • social • emotional • spiritual • physical • cultural <p>which prepares the learners for life outside school, and the world of work</p>	<ul style="list-style-type: none"> • Patience with the learners • Consistency in our work and behaviour • Being discipline and teaching discipline • Respect for others and ourselves • Open and regular communication • Understanding • Listening • Being responsible • Commitment to the school and our clients • Being prepared • Being updated and informed • Working as a team • Displaying a high level of professionalism
Additional Purpose	<p>Partnerships</p> <ul style="list-style-type: none"> • between members of the school community (learners, parents, teachers and non-teaching staff) • between the school and the broader community and community structures • between the school and social structures and business 	<ul style="list-style-type: none"> • Social activities • communication • inviting people to participate in school functions and structures, and to provide services to the school

In many ways, this table also presents a vision of the kind of school that Intlanganiso would like to be. Many of the things that are highlighted as the core purpose, and the way in which the service should be provided are not done at the optimum level. This table then provides a goal which the school community would like to work towards.

The next step in the process was to look at what some of the stumbling blocks were, that made it difficult for the school to achieve its core purpose. Participants were asked to answer the following question:

If you as a

- Governing Body member
- assistant teacher
- SRC member
- student
- member of management
- non-teaching staff member

were determined to make Intlanganiso fail in it's mission.

What would you do??

Think about this in terms of:

- in the classroom
- staffroom
- office
- school grounds

The responses were as follows:

Group 1

1. *Lack of commitment - not get involved*
2. *Always offer unconstructive criticism*
3. *Refuse to co-operate*
4. *Pretend to be concerned*
5. *Lack of appraisal and evaluation*
6. *Lack of planning*
7. *Have no goals*

Group 2

1. *Defiance - defy all the school rules.*
2. *Non-participation to school matters*
When involved then disrupt all set programmes
3. *Mobilise others to also boycott development, get 'understanding'*
individuals to support you
4. *Introduce go a slow campaign with your supporters*
5. *Gossip*
 - *disclose confidential information*
 - *gossip with students, teachers, non-teaching staff, parents with aim of getting support*
 - *divide the management team*

6. *Misuse of school properties and misappropriation of school funds/monies*
7. *Using media to publicise the school matters*

Group 3

- *Have a sweet tongue to discourage (gossip and use loop holes)*
- *Form a cliques that are against any progress*
- *Form the group - then target specific people*
- *Acquire strategies from people who have succeeded in discouraging*
- *Celebrate inside but pretend to be concerned when you have succeeded*

The presentations and discussions were very animated and lively. What was important was that as people were discussing what could be done to sabotage progress in the school, they became aware that some of the things were actually happening at the school, on a conscious level as well as on an unconscious level. Being aware of this makes it easier to begin to deal with the issues as individuals as well as on an organisational level. From this discussion we were able to draw up criteria for success.

Listed below are some of the things that seem to be important, and need to be kept in mind if the school community is going to succeed in fulfilling its core purpose.

Criteria for success

- * Teamwork and Communication
- * Develop a team spirit amongst all members of the school community
- * Encourage participation and involvement
- * Practice open communication - ensure information flows between structures in the school. Ensure people get the correct and necessary information at the right time.
- * Ensure confidentiality and trust
- * Try and resolve school problems in the school, and not in the media.
- * Reflect on your personal contribution to a problem, situation, or the resolution of the problem. Is it constructive or destructive?
- * Support and help each other
- * Offer constructive criticism
- * Encourage interdependence
- * Ensure that proper boundaries are set between students and teachers
- * Ensure everyone has an understanding of their roles and responsibilities
- * Encourage the development of leadership skills
- * Handle conflict productively and creatively
- * Be honest and open
- * Focus on the issue not the person
- * Plan and Implement and Evaluate

- * Make plans based on an understanding of
 - the needs
 - the available resources (people, time and material resources)
- * Be open to change
- * Practice what we preach
- * Implement decisions taken
- * When decisions are taken allocate the task to a person/people within a time frame
- * Have SMART goals:
 - Simple
 - Measurable
 - Achievable
 - Realistic
 - Time bound

After this we went back to the core purpose of the school and the groups had to write a mission statement out of this. This was not an easy task, but the groups were able to discuss each others presentation, critique them, and provide support. After a number of attempts, the following mission statement was developed:

The Mission statement of Intlanganiso Secondary School

We the community of Intlanganiso Secondary School, aim to provide a quality and holistic education for our students.

In our quest to develop individuals who are creative, self-reliant and well balanced we will ensure that our staff members are well trained and are engaged in their own professional development. We will strive for excellence, by executing our duties with commitment, dedication, responsibility and love.

We believe that with the support of the community we will succeed, and will therefore endeavour to build partnerships with structures and organisations that will support our mission.

The next step in the process involved looking more closely at how the school was functioning: What are the structures in the school, and how do they relate to one another?

Participants were asked to

Draw a picture of the structures in the school, that depicts your understanding of how they relate to one another at the present moment. You can use a metaphor, or an organogram, or anything that best represents Intlanganiso for you.

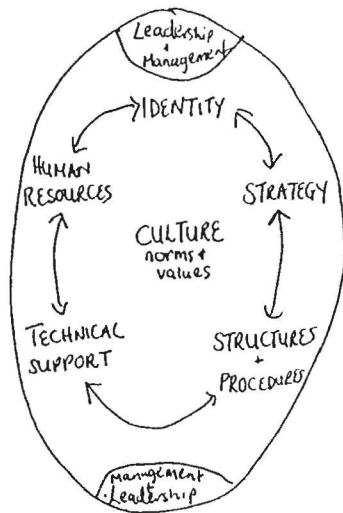
This process as very significant in that we were able to see the different perceptions that participants had about the school. There were 4 different pictures which highlighted different aspects of the school, as well as highlighting some things where there was general agreement. This happens in all organisations. Depending on who we are, what we find important, what our concerns as, and what our position in the organisations, our perspectives will differ. However there was general agreement about the following:

There is a lot of potential and talent in the school. Over the past year things have improved but there are certain things that are blocking progress. One group used the metaphor of a TREE which seemed to depict the school in a way that the whole group could relate to. The school community (students, teachers, non-teaching staff, parents and Governing Body members) were seen as the roots which anchor the school in the broader community. The commitment of these members was seen as very important. It also highlighted the fact that what happened in the broader community impacted on the school in either a positive or negative way. Lack of parental support for example, made it difficult to build strong links with the community. It also made it difficult to support the discipline measures that were taken by the school. The trunk of the tree was the staff members - teaching and non teaching staff, and the management team. Currently the trunk is weak - there are cracks which are a result of the lack of unity amongst members. The students are the fruit and the leaves of the tree. They are affected by the weakness of the trunk, and as such some of them fall along the way. Amongst the students, and some of the staff members there was a lack of respect for other members of the school community. This made it difficult for the school to work together as one. There were also those members of the school community who were unco-operative, and did not support any of the initiatives that were started in the school. This made it difficult to achieve success.

The main message that came through from all the groups was that if the parents, teachers, students and non-teaching staff members could see themselves as part of the school community, and work closer together, if we could develop a general respect for each other, build up the relationship that the school has with the community so that there was a sense of ownership for the school, then the school would succeed, and grow into a strong tree with good and healthy fruit.

The School as an organisation:

After this discussion, Philippa said that there were many different ways of trying to describe, or explain how a school works as an organisation. The previous exercise was one way in which the different groups were able to talk about their school as an organisation, and to begin to speak about the strengths and weaknesses of the school. In TIP, we have developed our School Organisation Development Framework as a way of understanding schools, and the way in which they work. We use it as a diagnostic tool that helps to identify, together with the school community, where the strengths and weaknesses lie in a given school.



Whole school organisation framework

The school, as an organisation is made up of a number of interdependent parts, none of which is more important than the others. When one part of the school is not functioning well it affects the way in which the rest of the school functions. The different parts are:

The identity: This refers to the vision and mission of the school. What is its core purpose? What is its history? What are its dreams? Where is it going? How does the school perceive itself, and how is it perceived by the community?

The strategy: This refers to the goals that are set for the school on all levels (classroom, department, leadership and management) the plans to achieve these goals, and the evaluation. It is important that if a school has a sense of its own identity, and a sense of where it would like to go, it should plan how it will get there, and evaluate the progress it is making, replan if necessary.

The structures and procedures: This element is about how systems in the school interrelate within the school, and between the school and its broader environment. Structures are the lines of responsibility and authority, of units, departments, committees etc, and how they relate to one another. Procedures refer to the rules and regulations that determine how these structures relate to one another, and how certain things should be done in the school.

There are three main aspects of structures and procedures that need to be understood.

Decision making structures and procedures refer to specific structures rules, regulations and methods that facilitate decision making in the school. They could be structures that facilitate

inclusivity, so that the voices of representatives of all stakeholders are heard, or they could be that only a few members of the school community are involved in decision making. This process was one in which all the relevant stakeholders were invited to take part, and make decisions about a vision for the school, and a strategy to achieve this vision.

Accountability which refers to responsibility and reporting systems. It is important that we know who is accountable to whom, for what. This needs to be developed on all levels.

Information flow /formal information This refers to structures and procedures in the system that provide a link between different units, people, committees and so on in the system. Systems of communication need to also be put into place so that people receive the necessary information.

Technical support: This refers to the resources that are available to the school, and the accessibility of those resources; financial management; financial management and fundraising; physical resources that have to do with space, as well as equipment. It also refers to the administration of the school i.e. secretarial support as well as the administrative duties that relate to the running of the school, and the teaching in the classroom.

Human resources: This refers to the people who make up the organisation. This is the most important asset of the organisation and needs to be developed. Human resources refers to the teachers, non-teaching staff, parents and learners at the school. It involves knowing what skills are available, what potential you have as a school community that needs to be developed, how people relate to one another, working conditions and so on.

Leadership and management: We place leadership and management at the top and the bottom of the framework because they hold everything together. The role of leadership is to be visionary, and to guide the organisation, while that of leadership is to see to the day to day running of the school.

Culture: This refers to the norm and values that live in the school. It is the way things are done and is an all pervasive element. These norms and values that live may be very different from what schools hold dear in their mission statement. For example there may be a commitment in the mission statement to provide a holistic education to learners, but on looking closer at the school on finds that there are no extra-mural activities offered at the school, and no physical education, or cultural activities taught at the school. Or one may find that while the mission statement is committed to excellence, the teachers and students do not attend class, and are usually unprepared for lessons. In such situations there is a large gap between what is put forward in the mission statement, and what actually happens in the school.

Because of the issues and concerns that were raised in the interview sessions at the end of '96, and because of what has emerged in the work at the school, and looking at the level of attendance to the workshop, Philippa asked the participants to look more carefully at two aspects of their own school: Leadership and management, and the culture of the school. What was working in each element, and what was not working? As people began to work in their groups, one person said, "All we need to do is to change the culture of the school, and then everything will be

alright!" It is important to note that changing the culture of an organisation is not a quick answer. It is a process which involves changing peoples attitudes and behaviour and this involves a lot of time and work.

Participants were then divided into two groups, and asked to discuss Intlanganiso in terms of two elements: Culture and Leadership and Management. In their groups they were asked to answer the following questions:

What is working? What is not working?

SCHOOL CULTURE:

WORKING	NOT WORKING
Staff meetings: We now have regular staff meetings	Discipline across the board. This refers to students as well as staff members
Departmental meetings	Attendance at school and in class (Teachers and students) - There are teachers and students who do not attend school regularly, and there are those who leave school early.
Progress meetings to inform parents about learners progress happen quarterly and they are well attended	Punctuality not working - Both teachers, students and parents arrive late for school, and for school functions.
S.R.C. meetings	School uniform - many students still come to school without uniform. We feel that uniform is important to help us to identify our students from other people
Staff interaction & recreation has improved greatly	Respect of school property
Fundraising campaigns have been successful, but there is not clear sense of how we fundraise for the school as a whole.	Structural cleanliness - The school is still very dirty
Sports & culture is thriving	Some Committees do not function
Education Tours happen regularly, but there is no system in which people can be informed about what is planned	Entertainment not working
Gardening - The school gardens are thriving, and there are a number of teachers, and students who are involved	Social services business

Assembly takes place every Monday, but the students are still not very disciplined	Bereavement - we are not in agreement about how we support one another in times of bereavement, and this causes some tension
Welfare for students	
Student appraisal	

LEADERSHIP AND MANAGEMENT

WORKING	NOT WORKING
Planning	Implementation of plans.
Information flow between members of the management team	Confidentiality. There have been a number of incidences when confidential information has been leaked
Departmental meetings	There is uncertainty about the general commitment of all members of management. Some are more committed than others, and some are committed to their immediate work, but it is not clear if they are committed to the whole school
Delegation of duties	The code of conduct is not respected
Communication has improved between management and the rest of the staff	We do not know each other well, and operate on the assumptions that we make about each other
There is development in all aspects of the school	Protocol: There is no clarity about how people do things, or plan activities in the school. We do not have clear procedures that need to be followed.
	Lack of communication with parents
	Lack of transparency

From this discussion a number of issues were discussed and questions asked about how we can begin to improve things at the school. The background of this discussion was the CORE PURPOSE of the school, the MISSION STATEMENT of the school, and the two PICTURES of the school that came out of the drawing exercise and the analysis of the leadership and management and the culture of the school. There are a lot of issues and it will not be possible to take everything on, however, there might be small steps that individuals can begin to focus on

when they look at their own personal plans for their work.

THE WAY FORWARD

A lot of things were discussed and it was important for us to choose a focus for 1998. It was agreed that the following should happen:

1. LEADERSHIP AND MANAGEMENT

The Leadership and Management team should go through a process that builds their leadership and management skills, and helps them to work more closely as a team. They should focus on some of the following:

- ▶ The improvement of the quality of teaching and learning - how do we deal with those teachers who are not committed to teaching? How do we build a sense of commitment to the learners amongst members of staff in our departments?
- ▶ Partnerships - We feel that building a sense of community in the school (P,T,S, NTS) is very important. How do we do it? This links closely with the issue of school pride in all aspects of the school - academic achievement, extramural activities, the physical appearance of the school, and building a sense that the whole school community contributes positively to this, and that their contribution is important.
- ▶ A year plan that highlights all the major school events
- ▶ Bereavement - this has become an issue. How do we resolve it? While it does not impact directly on the teaching and learning, it does affect relationships amongst members of the school community. Also, how do we inform the Governing Body of the passing on of a student, or a member of staff, or their family?
- ▶ Roles and responsibilities of all teaching staff members - (involvement in extra curriculum + other activities)
- ▶ Roles and responsibilities and the supervision of the non-teaching staff:
 - the secretary
 - the cleaners
 - the caretaker
- ▶ Developing systems that work and support the implementation of our plans:
 - ▶ Protocol
Who do we talk to about events - sports, field trips, fundraising and other events that affect the school? By when? How are people informed?
 - ▶ Fundraising
Is there planning? What are we fundraising for?
Who is involved?
How do we get support from local business?
What is school policy on business run at school?
What are the procedures? Who is allowed to run business on the school premises? Does the department have any guidelines?

- ▶ Planning and implementation
After delegation what needs to happen?
How do we delegate while not abdicating our responsibility?
What support do people need?
We need to ensure that people have time frames.
How do we ensure follow-up and evaluation?
Is the problem with delegation or planning or implementation?

While this looks like a lot for the leadership and management team, their role is to help develop and supervise. A lot of these things, especially around the systems that support implementation will involve other members of the school community. What cannot be managed can they be put aside for a later date.

2. GOVERNING BODY

What emerged in the workshop was that not all members of the Governing Body were clear about the roles and responsibilities, and they felt that this was important. The support the parents gave in the workshop, and the affirmation they gave to all the teachers who attended was greatly appreciated. The possibilities of the Governing Body building greater links with the community was another aspect that they felt was important. It was agreed that they should look at the following:

- ▶ Roles and Responsibility - They would like to have a workshop that helps them to clarify their roles and responsibilities
- ▶ Is there a mechanism for the parent, teacher, non-teaching staff, and students representatives to communicate with their constituencies?
- ▶ What activities can we plan for parents?
- ▶ What mechanisms are in place to inform the Governing Body of the loss of a staff member of student? They feel that it is important that they would give support to the grieving family.
- ▶ The Code of Conduct - the South African Schools Act require the Governing Body, together with the school community to develop a code of conduct for the students.
Students - What are the consequences of misbehaviour? How do we replace corporal punishment with a measure that works?
How do we develop a document that is inclusive?
How do we ensure implementation?

3. SCHOOL DEVELOPMENT COMMITTEE

It was agreed that the School Development Committee should focus on developing school pride. In many ways this would be a continuation of the work that they had started last year, but with more support from other members of the school committee. Things like the greening of the school, the newspaper, the cultural activities were important in developing the school and the learners. Another activity that could be linked to school pride would be developing a prospectus for the school that would be used to inform prospective students and parents about the school.

4. STUDENT REPRESENTATIVE COUNCIL

- ▶ Which teacher is responsible for them?
- ▶ What are their roles and responsibilities, and what support do they need in order to carry them out?
- ▶ What is their relationship with the rest of the students, and the school as a whole?
- ▶ What activities do they plan?
- ▶ Is there any leadership development for them and other students?
- ▶ How do they report back to the rest of the students?

6. PARENTS MEETINGS

This issue is both the responsibility of the Governing Body and the staff of the school. Some of the meetings are about learners, and some of them are planned by the Governing Body. There was a feeling though that parents did not always receive the relevant information from their children, and that other ways of communicating could be developed.

- ▶ How do we inform parents about meetings so that they attend?
- ▶ How do we follow-up students who have problems?
- ▶ How do parents communicate with the school and governing body about problems, issues, childrens' progress, or any question they may have? What is the best strategy?

CONCLUSION

There are a lot of very important issues that arose from this workshop. How can they help us to focus on the CORE PURPOSE of the school. What needs to happen to help us fulfill this purpose? What changes would we like to find in the school if we went away and came back after 3 years? These are the kind of questions that we need to start asking ourselves.

Guardian National is ready to support the school beyond just providing funds, but it is important that we think about what kind of support we would need from them. In the meeting we had with the Principal, the School Development Committee and members of Guardian National some of the following ideas were floated:

- ▶ Support in setting up financial management systems and developing fundraising skills
- ▶ Support in setting up administrative systems
- ▶ Support in the publishing of the school newspaper if they are presented with the running costs (maybe you could investigate support for your prospectus)
- ▶ Support in providing sports kits for competition
- ▶ Career guidance - explaining to learners what kind of job opportunities are available in the Insurance industry
- ▶ Support in negotiating contracts with outside businesses

These are some possibilities. What Mr. Kruger and Mr. Gibson were very clear about was that they would like the school to be very clear about your vision, your long-term plans (next 3 years) and your plans for 1998, and they would like their support to fit in with this. They are not sure they can top up the financial support that they are giving you, but they can help in Human Resource Development, and maybe help you find other donors.

The school pride activities could focus on the following:

- a. How do we celebrate our achievements:
 - Academic
 - Sports
 - Music
 - Drama
 - School development
 - Can prize-giving involve all school activities of the yearHow do we encourage people to take on new initiatives, and to continue to work hard and to excel? How do we support and improve things like sports, music and drama?
- b. Developing student leadership skills at various levels of the school through the extra-mural and other activities. This will also involve helping the SRC develop a shared understanding of their role in the school.
- c. Who is responsible for keeping the school clean? What role do the non-teaching staff play, and what role do the teachers, and students play?
- d. The continued development of the school grounds
- e. How do we build a shared ownership of the mission statement so that it lives in the school, and is not just on a piece of paper?
- f. The School Prospectus
This should be written up and printed by the end of 1998. A version in English and Xhosa should be made available if possible. This will entail the following:
 - * We need to have a school badge and motto - how do we involve the students?
 - * Mission statement must be part of the prospectus, but how do we help the school community, parents and students build a sense of ownership of the mission statement?
 - * Code of conduct and consequences - this could be a joint project with the Governing Body and interested members of the school community
 - * Information about parental communication with school - i.e how parents can communicate with the school. Systems could be developed and a paragraph or two be written up that explains how parents can communicate with the school, and to whom they should take their various issues. Some issues belong with the Governing Body, and others with the relevant teacher, and yet others with the principal.
 - * Who are the staff and Governing Body and SRC members
 - * Role of Governing Body in the school
 - * The type of school activities offered at the school
 - * Prize giving - explain why it is an important event in the school calendar?

Please look at the things that have been identified as areas of development and start to prioritise them. Also think about what physical resource needs, and financial support you will need to begin to address them. After we set more specific goals, we will have to appoint people to get quotations so that we can come up with a good plan.

Looking forward to working with you in the difficult year ahead.

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Teacher Inservice Project