University of Johannesburg

THE PRINCIPAL AS INSTRUCTIONAL LEADER IN THE FACILITATION OF CURRICULUM CHANGES: IMPLICATIONS FOR THE PROVISION OF QUALITY EDUCATION

by

VANITHA GOVINDASAMY

THESIS

submitted in fulfilment of the

full requirements for the degree

PHILOSOPHIAE DOCTOR

in

EDUCATIONAL LEADERSHIP AND MANAGEMENT

in the

FACULTY OF EDUCATION

at the

UNIVERSITY OF JOHANNESBURG

SUPERVISOR: Prof R Mestry

October 2018

ACKNOWLEDGEMENTS

I wish to sincerely express my gratitude to the following people without whose support; this task would not have been possible:

- To my supervisor, Prof Raj Mestry whose prompt feedback, invaluable advice, support and guidance helped me through many difficulties and motivated me to get to the finish line. I would also like to thank him for funding a portion of my study for which I am eternally grateful.

- To Jahaan Kajee for her professional editing, efficiency and willingness to assist at short notice.

- To my mum, Maliga Naidoo, for instilling in me from a young age the manifest importance of education and for her unceasing support, encouragement, advice and invaluable wisdom.

- To my late dad, Victor Naidoo, who, although no longer with us, continues to inspire and guide us every step of the way.

- To my sisters, Sindy and Hiloshni for being my constant source of inspiration, strength and support. I may not always express it, but you both mean the world to me.

- To my mum-in-law, Sheila Govindasamy and sister-in-law Thiloshni Govindasamy for their enduring love and support.

- To the University of Johannesburg for offering me a merit bursary for the first three years of my study.

DEDICATION

I am honoured to dedicate this thesis to my 2 year old daughter Tamara Govindasamy who taught me to appreciate life and know just how real God and faith are and the power that it has in our lives. She inspires me daily to never give up, to be resilient, to be a fighter, to be strong and to know that nothing is more important than family.

I also would like to dedicate this thesis with love and appreciation to my husband Nemalan, and our sons Dheshan and Sashen. Your love and unwavering support throughout this study has meant more to me than you will ever know. Thank you for your patience during the long hours that kept me at my studies and away from you. I love you and thank you for helping me achieve my goal. I could not have asked for a more loving and precious family.

PLAGIARISM DECLARATION

I, Vanitha Govindasamy, the undersigned, declare that the academic work presented in **A CASE STUDY OF THE INSTRUCTIONAL LEADERSHIP ROLE OF THE PRINCIPAL IN THE FACILITATION OF CURRICULUM CHANGES AND ITS IMPLICATIONS ON THE PROVISION OF QUALITY EDUCATION** is in line with the Plagiarism Policy of the University of Johannesburg which I am familiar with.

I further declare that the academic work is authentic and original unless clearly indicated otherwise and in such instances full reference to the source is acknowledged and I do not pretend to receive any credit for such acknowledged quotations, and that there is no copyright infringement in my work. I declare that no unethical research practices were used or material gained through dishonesty.

Signature: *Govindasamy*

Date: 15 October 2018

ABSTRACT

Change is an on-going process which is deemed necessary and is a significant part of educational practice. Principals are therefore required as instructional leaders to be the driving force in ensuring that change, more especially curriculum changes are successfully facilitated. In the process of facilitating curriculum changes, the principal as the instructional leader is responsible for the provision and management of different curriculum activities associated with strategies, programmes and planning. The South African education system, like some other countries across the world has gone through several curriculum changes over the last two decades and principals now more than ever are expected to play a crucial role in the management of curriculum change programmes along with the overall provision of quality education. It thus becomes imperative for school principals to give prominence to their role as instructional leaders by emphasising best curriculum practices and staying focused on the development and maintenance of quality education. Despite this essential role of principals as instructional leaders, research is limited on how principals understand their role and how these understandings in turn impact on the effective facilitation of curriculum changes. The aim of this study was to research this gap and directly explore how principals perceive and carry out their role as instructional leaders in facilitating curriculum changes. Furthermore, in South Africa, based on numerous reports highlighting poor learner performance in schools, we question whether or not principals are equipped with the necessary instructional leadership skills and expertise required to lead and facilitate curriculum changes in schools. The study was informed by literature related to a theoretical frame of reference on instructional leadership, the features of instructional leadership that impact on the role of the principal in facilitating curriculum changes and selected models of instructional leadership.

Along with a study of relevant literature, the rationale for choosing a qualitative methodology is detailed. Case studies included semi-structured interviews with principals and focus group interviews with deputy principals, teachers and head of department members examining their experiences, views and perceptions of the curriculum change programme as well as the role of the principal as instructional leader in facilitating curriculum changes. In the interviews the participants were asked to reflect on how curriculum change is managed in their schools and the problems they may have faced and to put forward suggestions to ensure the successful implementation of curriculum changes. Findings revealed that there is a need for a paradigm

shift where principals as instructional leaders place high priority on curriculum matters which will undoubtedly impact positively on the provision of quality education. The findings in this study draws attention to two aspects explored in this study: first the responses of participants to curriculum changes; and second the implications of the principal's role as instructional leaders in facilitating curriculum changes. In light of the various findings I was able to propose guidelines to improve the role of the principal as instructional leader in facilitating curriculum changes. Implications for policy and practice are presented and recommendations for future research were finally presented.

This study offers a unique insight into principals' lived experiences and understanding of effective instructional leadership in facilitating curriculum changes. The research concludes that throughout the process of curriculum changes, principals as effective instructional leaders ensure that struggling teachers are supported and guided through structured curriculum change programmes, effective change management and professional leadership development.

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS AND ACRONYMS

ANA	Annual National Assessment
OBE	Outcomes Based Education
GET	General Education and Training
C2005	Curriculum 2005
RNCS	Revised National Curriculum Statement
NCS	National Curriculum Statement
CAPS	Curriculum and Assessment Policy Statement
SACMEQ	Southern and Eastern Consortium for Monitoring Educational Quality
TIMSS	Trends in International Maths and Science Study
PIRLS	Progress in International Literacy Study
GPLS	Gauteng Primary Literacy Strategy
EEA	Employment of Educator Act
PAM	Personnel Administrative Measures
SASA	South African Schools Act
ELAA	Education Laws Amendment Act
BELAA	Basic Education Laws Amendment Act
IEA	International Association for the Evaluation of Educational Achievement
NDP	National Develop Plan
NPC	National Planning Commission
SMT	School Management Team

Table of Contents

UNIVERSITY
OF
JOHANNESBURG

CHAPTER ONE

INTRODUCTION AND CONCEPTUALISATION OF THE PROBLEM

1.1 INTRODUCTION

"As instructional leader, the principal is the pivotal point in the school which affects the quality of individual teacher instruction, the height of learner achievement, and the degree of efficiency in the school functioning."

Marishane, Botha and du Plessis (2011:86)

Curriculum change is a vital element with the intent to secure improved standards of educational quality (Harris, 2009:64; Taole, 2013:39). Over the past two decades, education in South Africa has been characterised by numerous changes, more specifically curriculum changes (Grobler, 2013:177). According to Van Deventer, Kruger, Van De Merwe, Prinsloo and Steinmann (2003:44), the school principal as an internal change agent is expected to initiate, facilitate and implement curriculum changes. Huber and West (2002:107) assert that the school principal is most often cited as the key figure in the individual school's development, either blocking or promoting curriculum changes, acting as the internal curriculum change agent, and overseeing the processes of curriculum growth and renewal. Hallinger (2009:329) affirms that the importance of the role of principals as instructional leader was inferred from studies that explored the implementation of change and its relation to school effectiveness and school improvement. Literature on curriculum change shows that principal leadership, more especially instructional leadership, is of paramount importance in the facilitation of curriculum change (Sergiovanni, Kelleher, McCarthy & Wirt, 2003).

In South Africa, the role of school principals in contributing to the improvement of the quality of education in the country has received ongoing attention, and is regarded as a critical component of national development. This is especially in relation to the roles and responsibilities of principals in managing curriculum changes (Bush, Glover, Bischoff, Moloi, Heystek, & Joubert, 2006; Hoadley, Christie, & Ward, 2009). The Department of Education (DoE) (2011) highlighted that South Africa has experienced multiple, complex and overlapping educational challenges that, at various intervals, have necessitated a need for a curriculum review. Since South Africa's first national democratic elections in 1994, the

government adopted an Outcomes-based Education (OBE) approach with the intention of democratising education and eliminating inequalities within the post-apartheid education system. The first version of the new curriculum for the General Education and Training (GET) band, known as Curriculum 2005 (C2005), was introduced into the Foundation Phase in 1997. While there was much successes about this curriculum, the outcry of principals and teachers due to them not coping with the implementation of C2005, led to a review in 1999. The Revised National Curriculum Statement (RNCS) for GET (Grades R–9) and the National Curriculum Statement (NCS) for Grades 1 to 10 emerged from the review of C2005. Eventually, on-going challenges resulted in a new comprehensive document known as the National Curriculum and Assessment Policy (CAPS), for Grades R–12 which came into effect in the Foundation Phase in January 2012. The National Curriculum and Assessment Policy Statement, a national policy pertaining to the programme and promotion requirements and national protocol for assessment in Grades R to 12, replaced the old subject statements, learning programme guidelines and subject assessment guidelines (Hoadley & Jansen, 2011:9). The reviews were largely dictated as a result of observed level of learner underperformance, inadvertent ambiguities that came with the curriculum implementation process and largely as a result of difficulties principals faced in effectively facilitating curriculum changes (Spaull, 2013:45).

As rapid curriculum changes make their way into schools, there is insurmountable pressure for the principal to take on more of an instructional leadership role as opposed to a managerial role (Smith, Mestry & Bambie, 2013:163). A principal appointed in 1994 would have gone through four curriculum reviews and this would have placed significant pressure on them as they would have required training, orientation, and skills development during each curriculum review phase in order to ensure successful curriculum implementation. Thus, as educational reforms in South Africa continue to emphasise curriculum innovation, school principals are expected to pay particular attention to effectively lead the process of curriculum facilitation through instructional leadership. Du Plessis (2013:79) in his study, point out that school leaders are increasingly being challenged to take a more instructionally focused role in their schools. Botha, Van Der Merwe, Van Zyl and Zengele (2013: 58) further argue that as drivers of curriculum change, school principals should be hands-on instructional leaders and take a proactive role in initiating, facilitating, coordinating and communicating all activities involved in the change process. However, Ifeoma (2013:445) argues that the

principal's lack of instructional leadership might be a contributing factor in the failure of schools to systemically achieve the successful implementation of curriculum changes.

According to Botha (2004:240), instructional leadership calls for principals to set clear curriculum expectations and implement high teaching and learning standards at their school. Muijs (2010:52) postulates that instructional leadership is seen as being concerned with a hands-on involvement with the teaching and learning processes, as well as with the principal acting as the leader in terms of pedagogy and instruction. Ifeoma (2013:444) posits that the principals should take on the role as instructional leader in facilitating curriculum, which implies them having a direct focus on instructional and curriculum related matters. However, school principals continue to battle with an unmanageable workload, time constraints and poor understanding of their instructional leadership tasks (Budhal, 2000:45; Caldwell, 2002:9; Edwards, 2002:4).

Supovtz, Sirinides and May (2010) assert that the principal plays a significant role in the area of the school curriculum. However, recent views of instructional leadership (Lunenburg, 2010:4) have affirmed constraints on the principal's time, lack of curriculum experience and increased accountability in facilitating changes and leading learner performance improvement. Further, fulfilling the responsibilities required in the facilitation of curriculum changes is challenging and demanding on the school principal as it requires them to have thorough knowledge and a comprehensive understanding of curriculum developments and education policies (Carl, 2002;Gultig, Hoadley & Jansen, 2011). Facilitating curriculum changes is seen as a difficult task because principals are not given clear and practical guidelines or sufficient training to deal with the challenges they might experience at school level (Ramparsad, 2001:64). Further, little consideration is given to whether the principal is able to facilitate curriculum changes and whether in fact, the implementation of these changes is actually practical and achievable.

Hoadley and Jansen (2011:216) assert that one of the many difficulties of managing curriculum change is that it takes principals time to easily accept and understand the new ways of thinking about education. Findings in a recent study conducted by Mestry, Moonsammy-Koopasammy and Schmidt (2013: 600) revealed that principals felt that frequent curriculum changes imposed a number of challenges on school principals many of whom struggled to maintain a balance between their administrative and instructional

leadership. In addition to this, Goslin (2009) argues that many principals are not fully aware of their primary tasks as instructional leader and they get caught up with attending to their administrative responsibilities. According to Middlewood (in Coleman Graham-Jolly & Middlewood, 2003:167), the successful facilitation of curriculum changes depends on a number of factors: One key factor is the question of whether the principal is equipped to deliver the curriculum from first understanding the curriculum policy to then transmitting and communicating it to teachers. Thus, the principal's instructional leadership role is crucial in ensuring the effective facilitation of curriculum changes. Hence, this research seeks to explore how principals manage and lead curriculum changes effectively and whether this will depend on the effectiveness of the school principal as instructional leader.

In order to provide a broader perspective, the rest of this chapter gives an overview of the key features of this research.

1.2 MOTIVATION FOR AND BACKGROUND TO THE RESEARCH

Prior to the onset of social and political change in 1994, the authoritarian nature and essence of the state ensured that decision-making in South African public schools was undertaken under racial and bureaucratic lines. Curriculum control was entrusted in 19 education departments, which had the responsibility for ensuring that the curriculum was successfully delivered. Jansen (2001) adds that teachers witnessed a curriculum policy that lacked cohesiveness and stability and was largely authoritarian with serious tangible effects on working relations at national and school level. According to Coleman et al., (2003) principals' were primarily concerned with technical tasks with little room for them to be instructional leaders and as a result, creativity and individual initiatives in curriculum matters were not encouraged.

Much has been written concerning the importance of instructional leadership authority and responsibility of the principal, however consensus in literature regarding this matter is that instructional leadership is seldom practiced (Ifeoma, 2013) and little consideration is given to the facilitation of curriculum changes as an underlying reason for the failure of principals to successfully fulfil meaningful instructional leadership roles (Leithwood & Jantzi, 2006; Botha, 2004; Kruger, 2003. Bush and Heystek (2006:68) found that the management of

curriculum planning related to teaching and learning was ranked only seventh out of ten leadership activities in a survey of more than five hundred Gauteng schools in South Africa.

Ifeoma's (2010:89) research findings indicate that principals are expected to take actions in facilitating curriculum changes such as planning with teachers to implement curriculum materials; communicating clear visions and goals for instructional innovations; giving sufficient support to staff initiatives and self-discovery on curriculum changes; brainstorming and implementing with staff strategies for improved learner achievement standards; and conducting regular supervision. Bush, Glover, Bisschoff, Moloi, Heystek and Joubert (2006:11) however argue that there is no account of how school principals exercise instructional leadership in their schools. Hence, a further question I seek to address is: How do principals use their instructional leadership power to carry out the actions involved in facilitating curriculum changes? Researchers such as Walker and Dimmock (2008) and Drysdale and Gurr (2011) argue that there is a general belief that the foundation of good schools are as a result of the principal's leadership and that without the principals' leadership specifically instructional leadership, efforts to manage curriculum changes will fail to succeed. This research largely emanates from my own experiences and having been in the education environment for over 20 years. I have experienced first-hand how instructional leadership of the principal is an important factor in the facilitation of curriculum changes. Therefore, by conducting this study, I seek to critically examine the pathways leading to the instructional leadership of the principal in order to illuminate how they facilitated curriculum changes at school level.

Research conducted by Bush, Joubert, Kiggundu and van Rooyen (2009) show that principals have a weak grasp of the curriculum. They further contend that they often have a lack of understanding of the process and structures involved in evaluating and monitoring curriculum changes. Levine (2006) concurs that principals are often not adequately prepared and supported to manage curriculum changes while managing all other demands and expectations of their job.

Another challenge facing principals in many South African schools is not working collaboratively with the school management team (SMT) and teachers within the school in facilitating curriculum changes. Spillane (2006) and Gupton (2003:17) argue that although school principals, as instructional leaders, have long been recognised as crucial in building

quality education, instructional leadership is not the sole domain of principals but stretched over multiple individuals at all levels in the school. Bush et al. (2009:16) found in their study of eight South African township schools and rural schools in the Limpopo and Mpumalanga provinces, that the SMT in South African schools do not operate effectively. They argue that there is often lack of clarity between the leadership role of the principal and that of the SMT with regard to curriculum changes. Bush et al. (2009) found that five out of the eight SMTs (62.5%) had little impact on the curriculum and concluded that where SMTs operate successfully, they had great potential to ensure that curriculum changes are effectively implemented. Further, the Ministerial Committee on 'Schools that Work' reported in 2007 that school outcomes would improve if principals and SMTs worked collaboratively to ensure that curriculum policies are followed, that they monitor subject assessment effectively, manage resources and provide sound curriculum leadership (DoE, 2007:30). Ndou's (2008:29) research on the role of SMTs in curriculum change management indicated that in many schools the SMTs are struggling to translate changes and reform in the curriculum into practice due to the lack of sound instructional leadership from principals in facilitating curriculum changes.

While much has been achieved between 1994 and 2012 in unifying the education system in South Africa, school performance remains a challenge (Jaruszewicz, 2005:362). The (DoE, 2011) introduced the Annual National Assessments (ANAs), which are nationally-standardised tests of achievement for Grade One to Six and Grade Nine. In essence, the ANAs provide a standardised report of learner performance which allows for early identification and intervention of learning difficulties. The 2011 ANA results released by the DoE provide evidence of the low levels of performance by the learners hence indicating the education system in South Africa is in a serious crisis. The results showed on a national level that the Grade 3 learners performed at an average of 35% in Literacy and 28% in Numeracy, while in Grade 6, the national average performance in Languages is 28% and for Mathematics, 30% (DoE, 2011). Such poor learner performance is not new in South Africa and has raised concerns amongst principals who constantly face the challenge of managing on-going changes in the curriculum.

Further, a report by the Department of Performance Monitoring and Evaluation (South Africa, 2012) revealed that while the public school system had some positive developments over the last 20 years, there are several sections within the system that proved to be

ineffective. This underlying weakness of the education system had a significant impact on learner's post-matric studies. Fewer learners reached Grade 12 (matric), and fewer still achieved a bachelor's degree which is a pre-requisite for university entrance. The large numbers of learners who exited from the schooling system without a matric pass were unprepared for the work arena and further had limited opportunities to further their education (Spaull, 2013:5). The Department of Performance Monitoring and Evaluation (South Africa, 2012) further revealed that although the Senior Certificate Examinations (Grade 12) percentage pass rate showed an incline, the overall average marks do not see an improvement and there is an on-going challenge to improve the quality of passes. Further statistics reveal that the number of learners passing mathematics has declined over the period, from 133 505 in 2009 to 104 033 in 2011(South Africa, 2012). This shows that there is an apparent gap in the education system and I am convinced that principals play a vital role as instructional leaders in facilitating curriculum changes which ultimately impacts on learner performance.

While the ANA results are designed as a tool to enable government to benchmark literacy and numeracy in schools, South Africa participates in a number of international tests of educational achievement namely, Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ),Trends in International Mathematics and Science Study (TIMSS) and Progress in International Literacy Study (PIRLS). The release of the SACMEQ test results in 2011 is an important development for South Africa as learners and teachers were tested using an internationally standardised SACMEQ battery of tests proving yet again and confirming my earlier indication that the country's education is in a crisis (Moloi & Strauss, 2005). In addition to this dismal picture, 2011 TIMMS and PIRLS results have also been alarming (Spaull, 2013:4). The results of the PIRLS show that out of 40 countries, South African learners scored the lowest in their reading ability, (Botha, Maree & de Wit, 2005:687; Kennedy, 2006:299). The disturbing portrait that emerges from the statistics related above is one of an education system in crisis, an education system ill-equipped to meet the rising demands of curriculum changes (Hoadley & Jansen, 2011:221). The question remains: Despite numerous curriculum changes in the attempt to provide quality education, why has the country failed? The poor ANA, SACMEQ, TIMMS and PIRLS results highlighted above, indicate that the school principal as the instructional leader in the facilitation of curriculum changes perhaps have a significant impact on learner performance and ultimately on the provision of quality education.

As a result of poor national and international assessment scores, I am of the opinion that now more than ever school principals have come under greater scrutiny in order to improve learner performance through exercising their role as instructional leaders in the facilitation of curriculum changes. In support of this view, Mestry et al. (2013:50) concur that poor learner performance could be among other reasons as a result of a lack of effective principal instructional leadership and commitment at school level. Robinson (2007:21) confirms this and asserts that learner performance is likely to be greater where there is direct principal leadership involvement in curriculum planning and professional development. He further stresses that the closer principals are to the core business of teaching and learning, the more likely they are to have a positive impact on effectively managing curriculum changes and ultimately on learner performance and overall school improvement.

In my attempt to gain a deeper and rich understanding on the role of the principal as instructional leader in the facilitation of curriculum changes, I will base my study on relevant models and theories. Since the early 1980s, several concepts of instructional leadership have emerged that have, in turn, led to the postulation of different models of instructional leadership by researchers (Crankshaw, 2011; Hallinger, 2009). The proposed study will examine and make use of Hallinger and Murphy's Model (1985), Murphy's Model (1990), Weber's (1996) Model of instructional leadership, Giddens Structuration Theory (1984) and Lewin's (1952) Three-Phase Process of Change to guide and contextualise the study; and form a theoretical framework for the research. It was hoped that through the instructional leadership models I will be able to yield rich findings concerning antecedents of instructional leadership behaviour of principals, and the effects of instructional leadership on curriculum management and school outcomes, (Hallinger, 2009:6). Hallinger and Murphy's (1985) model became popularly known as the PIMRS (Principal Instructional Management Rating Scale, (Hallinger, 1990). Defining the school's mission; managing the instructional programme; and promoting a positive school learning climate were the PIMRS model's three important dimensions concerning the instructional leadership of the principal (Hallinger & Murphy, 1985).

I used the PIMRS model framework to highlight that the principals play a key role in coordinating and controlling the curriculum programme of the school. Having sourced literature on effective schools, school improvement, staff development, and organisational change, Murphy (1990) continued to systematically and comprehensively refine and

elaborate the model. Using this review as a basis, Murphy (1990) created an instructional leadership framework that consisted of four basic dimensions of instructional leadership broken down into sixteen different roles or behaviours. One of the fundamental features of instructional leadership was developing a school mission, however managing the instructional South African programme was extended to incorporate the principal's role of promoting quality instruction and monitoring the curriculum. Murphy (1990) further extended the notion of promoting a positive school climate with a clear focus on academics and enhancing a supportive work environment. The final dimension of Murphy's (1990) framework, developing a supportive work environment, signifies how the organisational structures and processes that support effective teaching and learning are established by the principal as instructional leader. Murphy's model (1990) would thus exemplify the importance of the principal as the instructional leader in the facilitation of curriculum changes.

Weber's Model (1996), built on Murphy's model (1990), establishes the need for instructional leadership regardless of the school's organisational structure. It can be concluded that such a leadership role is imperative for the successful facilitation of curriculum changes. Based on Weber's (1996) literature review of instructional leadership, he identified five essential domains: Defining the school's mission, managing curriculum and instruction, promoting a positive learning climate, observing and improving instruction, and assessing the instructional program, all of which principals are responsible for. Hence, by synthesising the three predominate models (Hallinger & Murphy, 1985; Murphy, 1990; Weber, 1996) of instructional leadership, I will highlight three similarities. I am of the opinion that all three models will prove useful in emphasising the importance of instructional leaders defining and communicating curriculum goals, monitoring and providing curriculum feedback, and promoting and highlighting the importance of professional development.

In this study it becomes apparent that an effective organisational structure is essential in promoting instructional leadership activities. Blanford (1997:75) states that the participation in curriculum decision-making and planning in schools is dependent on the relationship between stakeholders and therefore proposes that structures may be needed to provide a framework for curriculum change management activities. Thus, in order to comprehensively understand the role of the principal as instructional leader in the facilitation of curriculum changes, I found that Giddens' structuration theory forms a theoretical framework that is

most appropriate for this study. Giddens' theory of structuration explores the question of whether it is individuals or social forces that shape our social reality (Clark, Modgil & Modgil, 1990:25). He argues that all basic concepts in social theory should acknowledge that social action consist of, and are generated by on-going forms of social praxis. Giddens identifies three kinds of structures in a social system: signification, legitimation and domination (Giddens, 1984). The model provides evidence of the web of interactions among stakeholders and the complex path to effective facilitation of curriculum changes. Thus, with the use of the above theory I seek to interpret the meaning, experiences and understanding of the role of the principal as instructional leader in the facilitation of curriculum changes.

In addition to this, I aim to explore the ways in which principals exhibit McEwan's (2003) seven steps of effective instructional leadership. I am convinced that McEwan's (2003) seven steps to instructional leadership will provide an evolving body of knowledge to better understand the instructional leadership practices in schools. Most school principals routinely face multiple challenges in facilitating curriculum changes and also feel they lack skills to manage change. Kurt Lewin's (in Nieuwenhuis and Mokoena, 2001:101) three-phase process of change management for school principals will be explored in order to help them improve their efficiencies. The Kurt Lewin change theory model is based on the three steps process (unfreeze; change; refreeze) that provides a high-level approach to change. Lewin explain these three steps as follows: (1) Unfreezing means getting people to gain perspective on their day-to-day activities, unlearn their old habits, and open up to new ways of reaching their objectives. The goal during the unfreezing stage is to create an awareness of how the status quo or current level of acceptability is hindering the organisation in some way. (2) Change-Lewin recognised that change is a process where the organisation must transition or move into this new state of being. This step, also referred to as 'transitioning" or "moving" is marked by the implementation of the change. During this stage is when the change becomes real. It is also, consequently, the time that most people struggle with the new reality. It is a time marked with uncertainty and fear, making it the hardest step to overcome. During the change step people begin to learn the new behaviours, processes and ways of thinking. (3) Refreezing- many refer to this stage as refreezing to symbolise the act of reinforcing, stabilising and solidifying the new state after the change. Efforts must be made to guarantee the change is not lost rather it needs to be cemented into the organisation's culture and maintained as the acceptable way of thinking or doing. I sought to use this information as a foundation where I could build my study and to investigate the principal's experiences in managing curriculum changes at each of Lewin's three stages.

In summation, the various education policies that streamed from the implementation of curriculum 2005 over the ensuing two decades have changed the role definition of South African school principals and conveyed an expectation for them as instructional leaders to explicitly increase their engagement in curriculum matters. Furthermore, a growing body of research suggests that instructional leadership from the principal is essential for the effective facilitation of curriculum changes in schools (Drysdale & Gurr, 2011; Du Plessis, 2013; Ifeoma, 2013; Mestry et al., 2013; Marishane, et al., 2011; Robinson, 2007;Walker & Dimmock, 2008). However, in many schools in South Africa, principals lack comprehensive understanding of instructional leadership practices and it is also seen to be outside of the core function of a principal. To facilitate curriculum changes that improve the provision of quality teaching and learning, the principal as the instructional leader must understand his/her instructional leadership role. Evidently, research findings show that change is a "complex and multi-faceted" process (Peretomede & Ikoya, 2010:298). Successfully facilitating curriculum changes is an even more complex, uneven and contested process (Hoadley & Jansen, 2011:216). It is against this background that I found it worthy to explore the rarely examined lived experiences of principals as instructional leaders in the facilitation of curriculum changes.

1.3 STATEMENT OF THE PROBLEM

The voices of the principals and their lived experiences in managing curriculum changes in South Africa are the focal area of this study. The relevant question that constitutes the problem of this study is: What instructional leadership roles do principals draw on to facilitate curriculum changes that improve quality education?

The problem is encapsulated in the following four secondary research questions that guide the study:

- What is the nature and essence of instructional leadership performed by principals with respect to curriculum changes at school level?
- How do principals, as instructional leaders, perform and view their role in the facilitation of curriculum changes in their school?
- Why is the instructional leadership role of the principal an important factor in the facilitation of curriculum change?

- How can the principal's role as instructional leader in facilitating curriculum changes be strengthened to ensure the provision of quality education?

Having demarcated the research problem it is now necessary to state the aims of the research.

1.4 AIM STATEMENT

As school principals grapple with the demands of facilitating curriculum changes, it is important to reflect on the instructional leadership roles society expects from them, whether there is an apparent gap between the desired instructional leadership role of the principal and current practice; and what can be done to enhance the capacity to diminish such gaps in the future. For principals, the question arises as to what it means to carry out instructional responsibilities under conditions of complex and rapid curriculum changes. Thus, one cannot ignore the importance of the instructional leadership responsibilities of the principal as well as the reality that good leadership skills are seldom practiced in schools today. Hence, the general aim of this study is to examine what instructional leadership roles principals take on when facilitating curriculum changes in schools and the implications this has on the provision of quality education.

The research has the following specific objectives:

- To determine the nature and essence of instructional leadership performed by principals with respect to curriculum changes at school level;
- To identify how principals, as instructional leaders, can perform and view their role in the facilitation of curriculum changes in their school;
- To examine how instructional leadership of the principal is an important factor in the facilitation of curriculum changes;
- To strengthen the principal's role as instructional leader in facilitating curriculum changes that ensures the provision of quality education.

In order to achieve the aims of the research, the design and methodology directing this study, will now be clearly outlined.

1.5 RESEARCH DESIGN AND METHODOLOGY

Babbie and Mouton (2006) state that research methodology focuses on how data is collected and interpreted bearing in mind the process and the tools utilised.

I will employ a qualitative study to investigate and explore the role of the principal as instructional leader in the facilitation of curriculum changes in the chosen schools. By employing a qualitative research approach, the potential for providing an in-depth description on the instructional leadership role of the principal in the facilitation of curriculum changes is increased (Mertens, 2010). While this research method may not present all the answers, it will offer a variety of explanations for examining what instructional leadership roles principals take on in facilitating curriculum changes in schools and the implications it has on the provision of quality education (Henning, Van Rensburg & Smit, 2004:33). This research method will allow me to concentrate on the instructional leadership role of the principal by focussing mainly on what they have to say regarding their experiences in managing curriculum changes as well as observing their behaviour in their natural setting.

According to Mouton (2001:55), selecting a research design that is appropriate and relevant is an important step once the research question is formulated. I will employ a case study design to describe, explain and explore the lived experiences of how principals respond to curriculum changes (Hancock & Alogozzine, 2006:15). Case study designs which fall within the framework of qualitative research are useful in exploring social behaviour in real-life contexts such as the principal's daily instructional leadership practices (Yin, 2011). The case study will offer a "multiple perspective analysis" of the participants as well as accommodate their views and interactions related to the facilitation of curriculum changes (Nieuwenhuis, 2007:75). Babbie and Mouton (2006:81) suggest that the explicit feature of the case study design is placing emphasis on each participant and in doing so, I aim to give "a voice to the powerless and voiceless" (Nieuwenhuis, 2007:75). By employing a case study design as a qualitative research approach, I seek to understand the instructional leadership role of the principal in facilitating curriculum changes by gathering data in the selected schools on the principal's, SMT member's and teacher's present and past role and experiences in their working environment and how these factors relate to one another (Ary, Jacobs, Razavieh & Sorensen, 2006:457). Furthermore, I chose a case study as a research method for the obvious reason to show a need to develop a holistic understanding of role of the principal as instructional leaders (Maldonado, Rhoads & Buenavista, 2005:615). In this research I will

adopt a multiple case study typology in order to ensure that the findings are valid and precise (Miles & Huberman, 1994:28). By extending the study over multiple cases (four cases in this study), the intention is get a comprehensive understanding of the role of the principal as instructional leader in the facilitation of curriculum changes (McMillan & Schumacher, 2010:8).

Finally, after analysing each case, I will make cross comparisons, searching for similarities and differences between them (Johnson & Christensen, 2012).

1.5.1 Data Collection

The case study will include the extraction of data by the following means: observation, interviews and document analysis. I will begin my research by reviewing what is known on the principal as instructional leader in facilitating curriculum changes, as it will review what impact relevant theories had on the topic, and the methods of investigation other researchers have used (Bazeley, 2007:41). Thus, a thorough literature study will be conducted to find out what has already been written on the principal as instructional leader in the facilitation of curriculum changes.

1.5.1.1 Interviewing

Using qualitative interviewing, I was able to explore the participant's experiences which, according to Gubrium and Holstein (2002), are encapsulated with diverse qualities and meanings. In this study, I set out to use both semi-structured one-to-one interviews and focus group interviews, with the aim of providing the participants with the opportunity to speak and share their experiences so that I could obtain deeper insight into issues related in the principal performing his/her role as instructional leader in the facilitation of curriculum changes. I was committed to ensuring that the interviews were professionally conducted and employed a neutral stance to make the process of disclosure easier, while listening carefully, and supportively and recognising that there was no perfect interview that could provide the whole story or real truth, as the process depends on people's varying abilities to recall the past, comprehend the present and consider the future (May, 2002: 210). Interviews were also tape-recorded and video-recorded provided that permission was obtained from all the participants. Tape recording or video recording, according to McMillan and Schumacher (2010:453) ensures that verbal interactions between the participants are complete and thorough. While

the interviews were being conducted I also took notes as back-up, which served as a reminder to revisit some questions and perhaps omit others (Charmaz, 1983:286). Through the different interviews with principals, SMT members and teachers I aimed to examine the instructional leadership power of the principal in influencing the teacher's role and actions in the successfully implementing curriculum changes.

1.5.1.1.1 Semi- structured one-to-one interviews

I collected data through means of semi-structured interviews with each principal, selected SMT members and teachers in a face-to-face manner. Thus, I aimed to gain a detailed picture of the principal's instructional leadership role in the effective facilitation of curriculum changes.

1.5.1.1.2 Focus-group interviews

In a second set of interviews, deputy principals, HODs and teachers were purposefully selected to participate in focus group interviews to get group consensus about issues related to the principal's role as instructional leader in the facilitation of curriculum changes. Focus group interviews complement the data collected in the semi-structured interviews, field notes and document analysis, and according to (Johnson & Christensen, 2012:204) they provide in-depth information in a relatively short period of time.

Furthermore, with focus groups participants do not feel pressurised or obligated to respond to each and every question. They also feel comfortable about sharing their own experiences by hearing others relate their experiences in an environment that is a lot more relaxed and supportive (Morgan in Darlington & Scott, 2002:62).

1.5.1.1.3 The interview schedule

The interviews were guided with an interview schedule of open-ended questions for the interviewees to scan, and reflect on and to pre-empt certain responses, ahead of the actual interview. Open-ended questions encouraged the participants to provide more information on the topic and it also lead to the formulation of other questions (Henning et al., 2004:70). By drawing-up an interview schedule I aimed to avoid the omitting important information that may transpire during the interview.

1.5.1.2 Document Analysis

In addition to interviews and observations, documents such as minutes of SMT meetings, school policies, learner performance statistics as well as school development plans, will be analysed to provide an internal understanding of the school (McMillan & Schumacher, 1997:455). The documents become stable resources of data and provided me with good descriptive information that will help anchor the study in its context (Ary et al., 2006:483). Primary documents such as the CAPS policy (DoE, 2011), the White Paper on Education and Training (South Africa, 1996), the South African Qualification (South Africa, 1995) and the National Education Policy Act 27 of 1996, (South Africa, 1996) additionally form an integral part of this research. These documents corroborate my observations and transcriptions from my interview thus making the research findings more trustworthy (Bowen, 2009:31).

1.5.2 Population and sampling

1.5.2.1 Population

McMillan and Schumacher (2010:16) define a population as a group of elements whether individuals, objects or events, that conforms to a specific criteria and from which intentions are made to generalise the results of the research. The population of this study comprises of twenty schools (primary and high schools) in the Johannesburg East area of Gauteng. I looked at various aspects of the school such as distinguishing whether it is a rural or urban school, the socio-economic background of the learners, learner pass rate, ANA/benchmarking tests data from each of the schools, minimum of five year experience of principals, how old the school was and the accessibility of the school before choosing four schools to be researched. Furthermore, the size of the school dictated the extent to which principals' effectively act as instructional leaders in facilitating curriculum changes. For instance Clabo (2010:23) found in his research that principals can be directly involved in matters of curriculum when the school is smaller in size as opposed to a larger school where the principal as instructional leader assumes a more indirect role. Arising from my criteria of selection, four schools in the Johannesburg East area were selected as cases for the study. All four schools were situated in suburban areas and majority of the learners come from above average social-economic backgrounds.

1.5.2.2 Sampling

For this study, principals, deputy principals, HODs and teachers were chosen from the four schools selected using the purposive sampling technique. I believe that because of having the most comprehensive understanding of the phenomena, the participants chosen were able to best assist me in addressing the main questions: What instructional leadership roles do principals take on in facilitating curriculum changes in public schools and what implications it has on the provision of quality education?

Thus, the samples consisted of four principals, four deputy principals, nine HODs and nine teachers. The rationale for choosing principals from the selected schools is because they were likely to articulate their definition of instructional leadership, what the term meant to them and outline how they saw themselves performing the role of instructional leader in the facilitation of curriculum changes (McMillan & Schumacher, 2010:401). It was my intention to also obtain comprehensive stories from the SMT members and teachers in the selected schools; and how they experienced curriculum changes from their personal and lived

experiences. The SMT members and teachers chosen must possess a minimum of five years of experience, include both male and female teachers and depend on their willingness to participate in this study. In my view, requiring a minimum of five years of teaching experience ensures that the teachers have been subjected to a number of changes in the curriculum. Hence, they provided valuable insight on their experiences engaging with the principal as instructional leader in facilitating curriculum changes.

1.5.3 Data Analysis

Data obtained from field notes, interview transcripts, audio recordings, video data, reflections and information from documents will be examined and interpreted (Ary et al., 2006:490). After the interviews took place, they were transcribed and checked for completeness and data errors. I made use of Tesch's eight steps approach in data analysis as outlined by Cresswell (2009) to guide my research. This approach involves an inductive process of examining, selecting, categorising, comparing, synthesising and interpreting data which in this case relates to the transcriptions of the interviews with principals, SMTs, and teachers for credible explanations in the attempt to address the aim of the study (McMillan & Schumacher, 2006). Data analysis of the perceptions and actions of principals, deputy principals, HODs and teachers regarding instructional leadership in the selected schools will thus result in specific inferences being drawn. Further, by using a method of triangulation of sources I aimed to check all information collected for consistency of evidence, (Mertens, 2010:258) and the data gathered from the interviews, observations and documents will be used to draw conclusions regarding the instructional leadership role of the principal in the facilitation of curriculum changes.

1.6 TRUSTWORTHINESS OF THE RESEARCH

I ensured that my research responded and addressed set questions, criteria against which I used to evaluate the trustworthiness of the research (Marshall & Rosmann 2015:143). The questions phrased by Marshall and Rosmann (2015:143-145) are:

- How plausible are the findings of the research?
- How can these research findings be transferred or be of and relevance to a different topic of research?

- How can we be certain that the study will yield the same research findings if it were to be conducted with the same participants in the same context?
- How can it be ensured that the research findings reflect the participant's responses and the essence of the inquiry, rather than the researcher's biases?

I made various attempts to ensure the trustworthiness of the study, essentially by ensuring that the research findings according to (Merriam, 2009:9) are comprehensive, holistic, expansive and richly descriptive. In this study, credibility, transferability, dependability and conformability as proposed by Lincoln and Guba (in De Vos, Strydon, Fouche & Delport, 2006:346) were employed to establish the validity and reliability of the research. Cho and Trent (2006:324) discuss the concept of validity in qualitative research as a process between the researcher, the researched, and the collected data which according to them are interactive in nature and focuses on attaining a high level of accuracy and consensus by revisiting facts, feelings, experiences, and values or beliefs collected. Furthermore, it was through reflexivity that I ensured that I did not allow my personal views and what I perceive to be the instructional role of the principal in facilitating curriculum changes to affect how the research was conducted and how the data was interpreted (Johnson & Christensen, 2012:144).

1.7 CREDIBILITY

This study attempted to ensure credibility by reassuring principals, deputy principals and HODs that I neither judged nor evaluated their leadership skills; rather it was a collaboration to determine how curriculum reforms can be effectively implemented through the instructional leadership of the principal. I further made the participants aware that their inputs and responses were valued.

1.8 TRANSFERABILITY

Transferability according to Foster (2005) refers to the length to which the research findings from one research study might prove relevant to other settings. The triangulation of multiple sources of data will enhance the study's transferability (Lincoln & Guba in De Vos et al., 2006:346). In this study triangulation will be attainable through various methods of data collection: interviews, observation and document analysis.

1.9 CONFIRMABILITY

Strategies for enhancing confirmability that will be utilised for this study include conducting a confirmability audit Lincoln & Guba (in De Vos et al., 2005: 344) to factually certify that the data can be tracked to original sources and that it can lead to conclusions through the process of synthesising the data. Yin (2009) refers to this as providing a "chain of evidence". Thus, original transcripts of the interviews, field notes, anecdotes and journal entries will be available for scrutiny (Foster, 2005).

1.10 DEPENDABILITY

Lincoln and Guba (in De Vos et al., 2005: 345) refer to dependability when the researcher attempts to account for changing conditions in the phenomenon chosen for the study as well as changes in the design created by increasingly refined understanding of the setting. I aimed to intensify the dependability of this study, by including detailed descriptions of the principal's involvement in curriculum matters as well as records of the process followed in obtaining the research data.

Having discussed the research design and methods applied, it is now essential to discuss the ethical considerations that governed this research study.

1.11 ETHICAL CONSIDERATIONS

McMillan and Schumacher (2006:142) regard ethics as guidelines for planning and conducting research so that the rights and welfare of the participants in the study are protected. I aimed to conduct my research in a manner that maintains and preserves the ethical requirement and procedures of the University of Johannesburg. Approval was sought from the Ethics Committee of the Faculty of Education at the University of Johannesburg to conduct this study. I ensured that ethical standards of individuals or institutions were not compromised in any way. Thus, permission to conduct the research was obtained from the Gauteng Department of Education under whose jurisdiction the sample of schools selected, fell into. Each participant was presented with a form which briefly outlined the details of the study, which also consented participation, assuring them of anonymity and confidentiality in regard to the data about the site. In my attempt to ensure confidentiality of the participants in the study, their privacy in relation to the data they provide will be managed and reported in a manner in which it cannot be associated or traced to them personally, Mertens (2010:342). Thus to ensure anonymity, I made use of letters of the alphabet to identify participants.

The research was planned and executed in a manner, which fostered benefit and excluded exploitation of the participants. Participants were truthfully informed about their participation in the study. Participation was voluntary, and they were not coerced or harassed into partaking in the research. Their right to withdraw or terminate participation in the study was respected. All records pertaining to the study was kept safe for the duration of the study so that privacy and confidentiality was not compromised. The study was conducted such that it did not interrupt the normal school activities. Ethical standards also include honesty in reporting, an aspect that I adhered to in this study. Lastly, participants will be given feedback on the findings of the research study once the research has been finalised.

1.12 CONCEPT CLARIFICATION

Following the discussion on ethical considerations it is essential to clarify key concepts that will form the focus of this study.

1.12.1 Leadership

According to Hopkins, Ainscow and West (1994), effective leadership requires a change from a style which emphasises direction and control, to one which emphasises delegation and empowerment, in which leadership functions are widely shared. Such a style of leadership is concerned with changing values and beliefs, developing and communicating a shared vision, as well as motivating and empowering staff. Leithwood and Riehl (2003) assert providing direction and exercising influence are two core functions that define leadership. The concept of leadership, as used in this study, entails the process the principal adopts in influencing the instructional activities involved in facilitating curriculum changes towards the provision of quality education.

1.12.2 Instructional leadership

The concept of instructional leadership includes all those actions that a principal take on, or delegates to others, to ensure the provision of quality teaching and learning. The principal also takes the responsibility for the teaching and learning processes and how they are monitored and evaluated. This involves the principal in a professional leadership function within the school. Mestry et al. (2013:50) posit that by principals adopting an instructional leadership role they are able to identify a vision for the school, empower and inspire teachers, and initiate strategies in order to improve the quality of teaching and learning. Keefe and Jenkins (2002) refers to instructional leadership as the role of principals in providing

directions, resources and support to teaching and learning in schools. In this study, instructional leadership involves the role principals adopt to influence teachers to use their expertise and skills to implement changes in the curriculum towards the attainment of improved learner outcomes.

1.12.3 Curriculum change

According to Gultig et al. (2002: 21), the term curriculum is used to refer to a "particular course of instruction or a syllabus". Curriculum change therefore, is seen as a process that involves changes in the education system and structural programmes which ultimately leads to changes in the approaches related teaching and learning (Chan & Luk, 2013; Seehorn, 2012).

According to Print (1993), change refers to the process of modifying and reshaping occurrences which has the dimensions of rate (speed), scale (size), degree (thoroughness), continuity (profoundness) and direction. Since the birth of democracy in 1994, South Africa focused on improving learner performance across the country. Thus in this study, the intensification of change is highlighted in the South African education sector which witnessed multiple changes in the curriculum over a period of two decades.

For the purposes of this study, the success of the principal practicing instructional leadership depends on the nature and quality of the teacher's grasp of the proposed curriculum changes (Infeoma, 2010). Hence, the crucial role that principals play in ensuring that curriculum changes are effectively facilitating is a consistent theme in this study.

1.12.4 Change management

Ndou (2008:16) defines change management as a process that involves the ultilisation of human resources to provide the successful implementation of an innovation of what is to be done at school with the aim of fulfilling teaching and learning needs and achieving the stated goals of the school. However, Brundrett and Duncan (2011:119) argue that there are uncertainty and pitfalls in embarking on educational reforms because the process of inducing change can often lead to implementation challenges and even emotional discomfort. Hence, in this study, the instructional leadership role that principals adopt in facilitating curriculum changes is essentially concerned with change management.

1.12.5 Quality Education

Leithwood, Louis, Anderson and Wahlstrom (2004) advocate that the principal is the best-positioned person in every school to ensure that successive years of quality education for each child take place. They further state that principals account for 25 percent of a school's total impact on learner achievement. According to Slade (2017) quality education provides resources and directs policies in order to ensure that each child enters school and learns about and practices a healthy lifestyle; learns in an environment that is physically and emotionally safe; is actively engaged in learning and is connected to the school and broader community; has access to personalised learning and is supported by qualified, caring teachers; and is challenged academically and prepared for success for further study and for employment and participation in a global environment. Regarding the quality of education, Leu and Price-Rom (2005) contend that the issue of providing quality education has become critical in many countries. However, in searching for the factors that promote quality learning, literature has increasingly emphasised that principals practicing instructional leadership are the engines of providing quality education with special attention to facilitating curriculum changes. In addition, Nicholson (2011) defines quality in education as a transformation. The assumption here is that education must concern itself with transforming the life experiences of learners by enhancing or empowering them. School principals must continue to be aware that they are the communicators as instructional leaders in the provision of quality education improvement processes such as facilitating curriculum changes.

1.13 EXPOSITION OF STUDY

Chapter one deals with the orientation of the study and focuses on the introduction, motivation and background to the study, the statement of the problem, the aims of the research, research design and methodology, concept classification, and an exposition of the research. This chapter introduces the reader to the growing concern of low levels of learner performance and how this indirectly relates to the instructional leadership role of the principal in the facilitation of curriculum changes. It then provides evidence that suggest that principals' instructional leadership in the facilitation of curriculum change is crucial and impacts significantly on the provision of quality education.

Chapter two provides the theoretical framework, which underpins this study. The background for the investigation of the instructional leadership role of the principal in the facilitation of

curriculum change is also provided. I examined the role and functions of the principal as an instructional leader in the facilitation of curriculum changes. By placing the research study in context and discussing the significant gap in the knowledge that this study seeks to address, I have cited researchers in my literature review who have argued that while pass rates are on the increase, the standard and quality of education are dropping.

Chapter three provides a description of the research design and development of the research instrument. Sampling is also discussed as well as a detailed explanation of the research methodology used. I also deal with ethical standards and the limitations of the study in this chapter.

Chapter four will explore the analysis and interpretation of data obtained through the interviews, documents and field notes which will lead to a discussion of the findings. The themes extracted from the analysis process will be discussed and a literature control will be undertaken in order to contextualise the findings of the study with the literature review.

Chapter five provides a summary of the research results. The findings and the interpretation of the data collected from the literature review, interviews, observations and document analysis is presented here. Based on the findings, guidelines to assist principals and SMTs to effectively facilitate curriculum changes are provided. Recommendations for further research are also suggested.

1.14 SUMMARY

In this chapter the instructional leadership role of the principal in the facilitation of curriculum changes was discussed. Citing in literature confirm that principals are seen as change agents and they play a significant role in the facilitation of change held in the curriculum. Effective facilitation of curriculum changes depends on how principals' perceive and adapt to these changes. The various factors that influence the instructional leadership role of the principal in effectively facilitating curriculum changes as well as the significance of this research were presented. The research problem was described and formulated. The methodological issues, design, researcher's role, data analysis, ethics, trustworthiness of the research and demarcation of the field of study are provided. The rationale for the choice of a qualitative case study research design used in this study was described. Data was collected through interviews and document analysis.

The subsequent chapter provides a review of the literature marshalled for this study on the role of the principal as instructional leader. It also reviews relevant literature on instructional leadership and its impact in facilitating curriculum changes. In addition to this, it reviews models on instructional leadership, change management and curriculum management. Finally, the theoretical framework which would govern this study will be discussed.

CHAPTER TWO

LITERATURE REVIEW: THE PRINCIPAL AS INSTRUCTIONAL LEADER IN FACILITATING CURRICULUM CHANGES.

2.1 INTRODUCTION

"Having an understanding and knowledge of curriculum theory is a key element in inspiring educational change." (Glatthorn, Boschee, Whitehead & Boschee, 2012).

This chapter presents a review of literature on instructional leadership and emerging trends in education that have shaped the role of the principal as instructional leaders. Reviewing the literature on instructional leadership will provide an academically enriching experience (Wilson, 2013:40). Furthermore, in an attempt to gain an in-depth understanding of the role of the principal as instructional leader in the facilitation of curriculum changes, this study will be based on relevant models and theories.

A literature review is seen as a fundamental part of the research process as it helps clarify the core purpose and focus of the study (Wallace & Poulson, 2003). According to Boote and Beile (2005:3) it is essential in understanding what has been done before, the strengths and weaknesses of existing studies, and what they might mean. My aim of the literature review for this study is to build on the already existing body of knowledge on the instructional leadership role of principals as well as to determine the difficulties and effortlessness with which principals as instructional leaders facilitate curriculum changes in their schools. This research begins with an in-depth review of "why" there is a need for principals to be effective instructional leaders as well as "how" principals are exercising their role as instructional leaders. This is especially important as the South African curriculum continues to evolve and change. Secondly, this review of literature captures the essential components of instructional leadership, the curriculum development process and managing the instructional programme at school level. Tracking the various curriculum changes in South Africa and highlighting the impact it has on the principal's role as instructional leader in the facilitation of curriculum changes then follows. Finally, this chapter concludes with analysis of relevant theories and models that will form a theoretical framework for this study.

According to Wilson (2013:40), the actual process of conducting a literature review is an initial important step in carrying out good research. Boote and Beile (2005:4) state that the purpose of a literature review is to ensure that the reader yields an "overall picture" of what is known about the topic from previous research. Connor and Hearn (in McMillan & Schumacher, 2010:72-74) assert that conducting a literature review helps establish important links between existing knowledge and the research problem being investigated, and the review provides very helpful information about methodology that can be incorporated into a new study. The following figure on literature review helped in establishing significance and design of the study (McMillan & Schumacher, 2010:72).
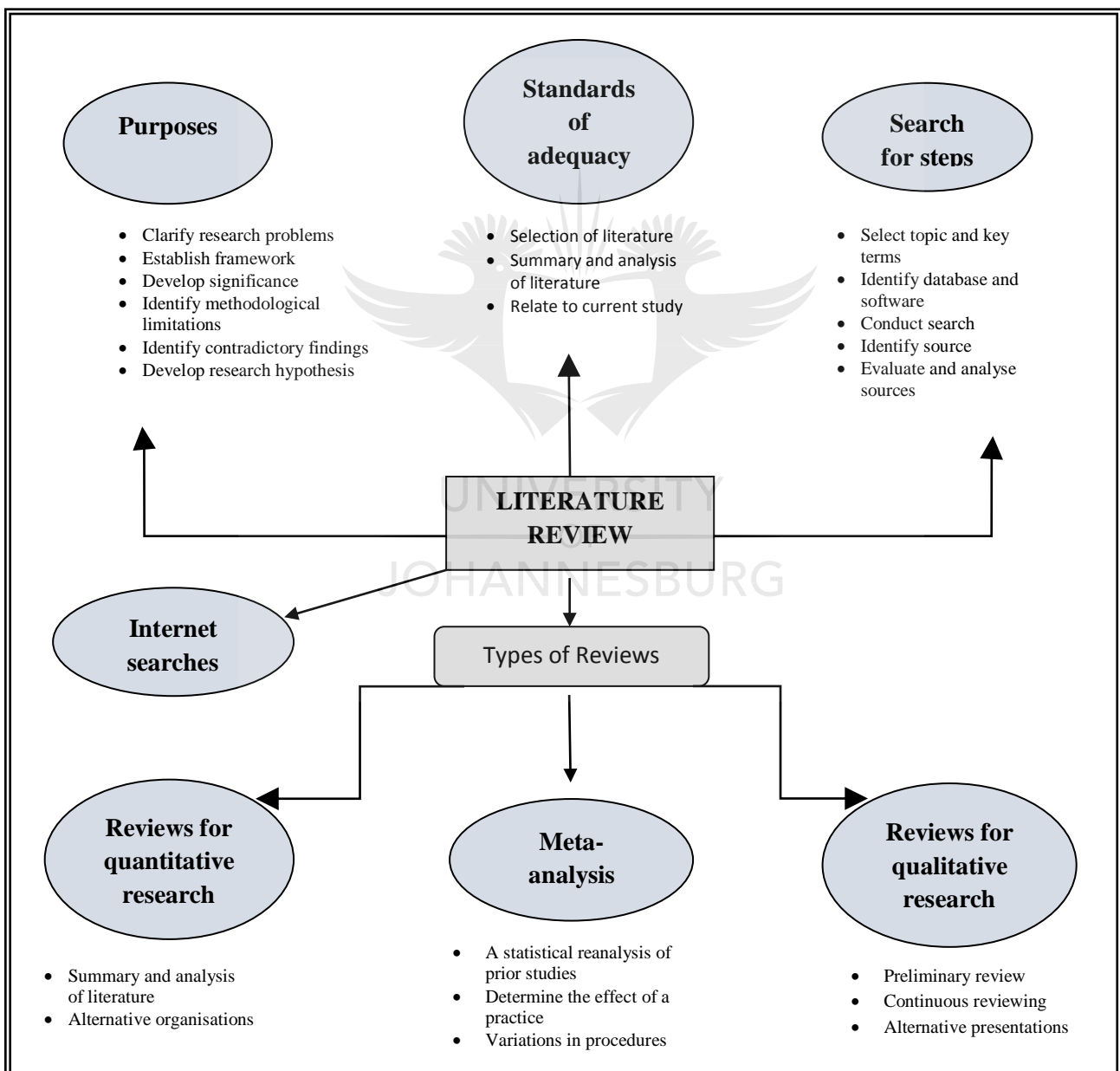
Figure 2.1 Literature review (McMillan & Schumacher, 2010:72).

2.2 CRISIS IN SOUTH AFRICA'S EDUCATION SYSTEM

South Africa's high drop-out rates each year and increasingly poor grade 12 results are signs that indicate that the country's education is a cause for concern. Clearly, the focus should be on devising and maintaining effective improvement strategies that will lead to the provision of quality education. It has been established that on-going curriculum changes, poor instructional leadership of principals and their inability to manage change effectively are some of the contributing factors or problems that prevent learners from achieving good quality results. This educational crisis requires principals to adopt an instructional leadership style that would see them being hands on in the management of curriculum matters. I am convinced that there is indeed a correlation between the principal instructional leadership in managing curriculum changes and learner performance.

Spaull (2013:3) concurs with the above view and states that South Africa has the worst education system of all middle-income countries that participate in cross-national assessments of educational achievement. He further adds that South Africa's educational standards are worse compared to other low-income African countries. Having analysed the annually- reported statistics of the National Senior Certificate (NSC) exam in Grade 12 over the last few years, Spaull (2013:14) argues that the findings are misleading since they do not take into account those learners that drop out of school stating that of a 100 learners that start school, only 50 will make it to Grade 12, 40 will pass, and only 12 will qualify for university. These statistics are alarming, bringing to the forefront the role of the principal in the maintenance of high academic standards.

Furthermore, South Africa participates in a number of local and international educational achievement tests such as the Annual National Assessments (ANAs), which are nationally-standardised tests of achievement for Grade one to six and Grade nine. Recent ANA results showed that the vast majority of learners in South Africa are seriously underperforming. Spaull (2013:3) advocates that the ANAs are one of the most important policy developments in the last 10 years as they provide some standardised indication of learning deficits thus indicating areas for remediation and intervention. According to Grobler (2013:178), the education department's target to improve the Literacy results by 25% and the Numeracy results by 32% was regarded as an onerous challenge. He further argues that principals are

ultimately held accountable for such achievements, which brings the concept of school instructional leadership to the forefront.

The Trends in International Mathematics and Science Study (TIMSS), Progress in International Literacy Study (PIRLS) and Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) are three main international educational achievement tests that South Africa participates in. Spaull (2013:3) states that SACMEQ II (2000) and SACMEQ III (2007) showed that there were no improvements in the South African Grade six literacy or numeracy performance over a seven year period. The most recent SACMEQ (2007) tests showed that South African learners ranked tenth out of the fourteen education systems for reading and eighth for mathematics. The study by Spaull (2013) revealed that the South African Grade six learners showed an illiteracy rate of 27 percent mainly due to the fact that they struggled to read and comprehend a simple text. What was also quite alarming in the figures presented by Spaull (2013:4) was that the proportions varied significantly by province for example stating that half (49%) of all Grade six learners in Limpopo were illiterate, while only 5% of learners in the Western Cape were classified as illiterate.

Spaull's (2013:5) further analysis of this data showed that many South African mathematics teachers have a below-basic level of content knowledge and many of whom struggle to answer questions posed at a learner's level. Another alarming statistic presented by Spaull (2013:5) was that the Grade six mathematics teachers from quintiles one, two and three have similar levels of content knowledge to the average teacher in Mozambique, Zambia and Malawi, and have substantially lower content knowledge than teachers in Kenya, Zimbabwe, Uganda and Tanzania. Spaull (2013:6) was further appalled by his findings that showed that the top 5 percent of Grade Six learners in South Africa (565 learners) scored higher marks on the same mathematics test than the bottom 20 percent of Grade Six mathematics teachers in the sample (80 teachers). These statistics show the fact that teachers themselves lack curriculum knowledge and this can have serious implications on the provision of quality education in South Africa. It is my opinion that unless the instructional leadership role of the principal in facilitating curriculum changes improves, it will be exceedingly difficult to raise academic achievements.

Approximately 54 000 Grade three learners in more than 2 000 primary schools across South Africa wrote the Systemic Evaluation test in 2001 and 2007 (DoE, 2008). Learners produced an average score of 36 per cent for literacy and 35 per cent for numeracy in the 2007 Systemic Evaluation test thus the Department of Education concluded in 2008 that there was an urgent need to improve performance in these critical foundation skills (DoE, 2008, 12).

In an attempt to test the mathematics and science knowledge of Grade eight learners, a variety of countries participate in the TIMSS which is a cross-national study (Spaull, 2013:16). In conjunction with local educational organisations, the International Association for the Evaluation of Educational Achievement (IEA) ensures the quality of the TIMSS studies across the various participating countries (Mullis, Martin, Foy, & Arora, 2012). South Africa participated in the TIMSS study in 1995, 1999, 2002 and 2011. In the 2002, South Africa tested both the grade nine and grade eight learners in the TIMSS study as there were concerns that the international Grade eight test was too difficult for South African learners. However, Foy, Martin, and Mullis (2010) argued that this impacts on the authenticity and accuracy of the tests therefore in 2011, only grade nine South African learners wrote the TIMSS Grade eight test. The 1995, 1999 and 2002 TIMSS results showed no improvement in either mathematics or science at the Grade eight level in South Africa. While the average performance for Grade nine learners in both mathematics and science increased by 67 points and 64 points respectively between the 1995,1999 and 2002 TIMSS study, Spaull (2013:16) noted that "South Africa's overall performance post improvement is still the worst of all middle-income countries that took part in the TIMSS tests".

Simkins (2013:8) estimates of every 1 000 learners entering Grade one, 927 enter Grade nine, but only 692 enter Grade 12. He further adds that the Annual National Assessment also shows a decline in those passing maths, with 68 per cent for Grade 1 and only 13 per cent for Grade nine. However, with those who do take the National Senior Certificate exam, since its introduction in 2008, the pass rate has risen from 62.5 per cent to 73.9 per cent. However Simkins (2013:8) and Spaull (2013:16) debate on the quality of these passes.

In 2006 and 2011, South Africa participated in the Grade four Progress in International Reading Literacy Study (PIRLS) which is an international initiative aimed at testing the reading literacy of Grade four and Grade eight learners. South Africa, unlike the other participating countries exposed both the Grade four and Grade five learners to the Grade four

test so that a comparison in the grades could be made and due to the fact that Grade four is a transition phase (Howie, Venter, Van Staden, Zimmerman, Long & Du Toit, 2008). Of the 45 countries that participated in the 2006 PIRLS, South African Grade five learners achieved the lowest score with only 13 per cent of Grade four and 22 per cent of Grade Five South African learners reaching the Low International Benchmark of 400 while 94 per cent of learners in nearly fifty per-cent of the participating countries reaching this Low International Benchmark. Using this basic framework, Trong (2010:2) elucidates that a learner who was not able to demonstrate even the basic reading skills of the Low International Benchmark by the fourth grade was considered at serious risk of not learning how to read.

Simkins (2013:11) argues that the most worthwhile strategy to improve the provision of quality education could be to provide professional leadership training and educational services to school principals, especially when curriculum changes are introduced. In the light of the discussions above, it is evident that poor learner performance is one of the major challenges facing South African principals. Thus, it can be inferred that the lack of effective instructional leadership in curriculum matters results in poor academic standards of learners. This section has provided an overview of the national and international assessment scores in order to have a clear theoretical picture of the challenges facing principals with regard to learner performance. I am of the opinion that now more than ever, school principals have come under greater scrutiny in order to improve learner performance through exercising effective instructional leadership practices. There is growing evidence in South African literature that supports the view that effective instructional leadership is of paramount importance if schools are to improve learner performances (Christie, 2010; Bush, Joubert, Kiggundu & Van Rooyen, 2010). Hence, there is a growing demand for principals to be instructional leaders.

2.3 THE DEMAND FOR PRINCIPALS TO BE INSTRUCTIONAL LEADERS

The South African Standard for Principalship (DoE, 2007) advocates that the principal, as a professional and instructional leader, is expected to provide direction, guidance, resources and support to deputy principals and the heads of department (HODs) in performing their core duties. Southworth (2002); Sofo, Fitzgerald and Jawas (2012) affirm that as the head of the school, the principal is responsible and accountable for the management of the curriculum and instruction in schools. Studies repeatedly affirm that high performing schools are those

that are led by highly effective instructional leaders thus placing a great deal of pressure on them to live up to this affirmation. McDowell (2012:12) concurs by stating that the responsibilities and demands on school principals are significant in maintaining high academic standards. Indeed, it is the principal's role to ensure that his or her school provides the learning environment, resources, instruction and support to manage curriculum changes which ultimately leads to learner success.

Significant and dramatic reform in the education sector in South Africa since the birth of democracy has unavoidably created major challenges for principals (Loock, Gobler & Mestry, 2006) and as instructional leaders they are expected to lead key aspects such as curriculum changes. However, research highlights that many South African principals are not adequately prepared for their leadership positions (Bush, 2004; Bush, Duka, Glover, Kiggudu, Kola, Msila & Moorosi, 2007; Mestry & Singh, 2007). Blasé, Blasé and Phillips (2010:21) further argue that principals are constantly expected to take on new duties and responsibilities and with the old responsibilities and activities remaining, they feel overwhelmed as their tasks end up becoming highly complex and constituted of a myriad of unfavourable demands.

Bush, Joubert, Kiggundu and Van Rooyen (2009:6) assert that principals can impact on the provision of quality education by being proactive and taking on an instructional role especially when curriculum changes are proposed. Van Deventer, Kruger, Van Der Merwe, Prinsloo and Steinmann (2003:245) are of the same view and add that the primary responsibility of the principal to provide quality education has been fundamentally identified as the principal's instructional leadership role. According to Glantz (2006:15), instructional leadership demands that principals are committed to achieving are academic excellence and having a good experiential sense of the instructional process in order to effectively facilitate curriculum changes.

Blasé et al. (2010:123) assert that school leaders play a central role in initiating curriculum changes, providing direction and support, and sustaining those changes over time. In my view, instructional leadership is critical for the successful facilitation of curriculum changes. Principals require the necessary knowledge and skills in instructional leadership in order to support and manage programmes pertaining to the curriculum. Although, there has been growth in the literature that discusses instructional leadership in schools, there is little known

in the literature specifically about the principal as instructional leader in the facilitation of curriculum changes. Further, Hoadley, Christie and Ward (2009) found in their research that principals' knowledge in managing the curriculum at school level is limited in South Africa. This finding was confirmed by Glover and Bush's (2012) survey of 180 Mpumalanga School management team (SMT) members, with a 93% response rate, which found that a significant majority (75%) of respondents agreed that the most important part of the principal's job is school administration, showing that instructional leadership remains of secondary importance for most school leaders (Glover & Bush, 2012). I am of the opinion that from a practical point of view, this research could address existing, lived struggles that principals as instructional leaders experience in the facilitation of curriculum changes at school level.

What remains unclear is the role of the principal as instructional leader in the facilitation of curriculum changes, the lived experiences of principals practising instructional leadership, and what provision of quality education goals they should work towards. Thus, these important aspects could possibly come to the fore as the instructional leadership role of the principal in facilitating curriculum changes is examined. The findings in this study could also improve the roles and responsibilities of principals as instructional leaders and might provide them with valuable insights. Furthermore, this study could be significant in that the knowledge of instructional leadership practices in facilitating curriculum changes can be used to transform the many dysfunctional schools and improve the provision of quality education.

In particular, this study will embellish the awareness amongst principals pertinent to the role of instructional leadership in facilitating curriculum changes. Moreover, this study is aimed to be useful to inexperienced and prospective principals who are expected as instructional leaders to effectively manage curriculum matters. Finally, I seek to fill gaps in literature as the role of the principal as instructional leader in the facilitation of curriculum changes is examined.

2.4 BACKGROUND TO CURRICULUM CHANGES IN SOUTH AFRICA

Since 1994, the educational sector in South Africa witnessed intense curriculum change initiatives. As a result, principals are placed under enormous pressure to keep up with the rapid rate at which changes in the curriculum have occurred and continue to occur (Mestry,

Moonsammy-Koopasammy & Schmidt, 2013:50). With regards to curriculum changes, principals in the study conducted by Mestry et al. (2013:56) responded by stating that:

> Changes are coming at a radical manner; they are coming up with a lot of programmes at the same time. Like, 2010, they introduced the Foundations for Learning and as we are starting to adjust and be in a position to apply to correct the situation, we move to the GPLS. Now there's CAPS…

Table 2.1 Policy Reviews (Adapted from Hoadley & Jansen, 2011:142)

YEAR	POLICY REVIEWS
1994	South Africa becomes a democratic country
1995	South Africa saw a refinement in the apartheid syllabi which was free of race and gender stereotypes. A commencement of instructional programmes in schools, Report 550(2001/08) (shortened to Report 550) becomes the interim syllabus.
1995	Planning of new curriculum begins within state bureaucracy
1996	List of outcomes developed by Learning Area Committees
1997	Curriculum 2005 is piloted in certain schools across the country
1998	Curriculum 2005 introduced in Grade 1
1999	Curriculum 2005 introduced in Grade 2
2000	Curriculum 2005 continues for other grades for GET
2000	Review Committee publishes Curriculum 2005 report
2001	Curriculum 2005 is revised. Revised National Curriculum Statement (RNCS) for Grades R-9 is published for public comment.
2002	Revised National Curriculum Statement for Grades R-9 is released
2003	National Curriculum Statement FET Grades 10-12 is released
2003	2005 Teachers trained in new National Curriculum Statement
2005	Revised National Curriculum Statement implemented in the GET phase
2006	National Curriculum Statement implemented in the GET phase
2008	Grade 12s write new outcomes-based National Senior Certificate examination for the first time.
2009	The Department of Education appoints a Ministerial Task Team to review the implementation of the National Curriculum Statement Grades R- 12.

2010	Decision taken by the Minister of Education to announce implementation of the recommendations made by the Ministerial Task Team's report. Introduction of the Foundations for Learning.
2011	Submission of the National Curriculum and Assessment policy statements for all subjects listed in the National Curriculum Statement Grades R -12
2012	CAPS is implemented in Grades R - 3 and Grade 10
2013	CAPS is implemented in Grades 4 - 9 and Grade 11
2014	CAPS is implemented in Grade 12

Table 2.1 tracks some of the curriculum reforms in South Africa over a twenty year period. A formidable challenge that came as a result of the establishment of the new democratic government in 1994, was the expeditious transformation of the curriculum in schools (Jansen, 2001). Principals experienced a multitude of problems and challenges with regard to policy content and implementation as a result of the introduction of Outcomes-based Education (OBE) and the introduction of Curriculum 2005 (C2005), National Curriculum Statement (NCS), Revised National Curriculum Statement (RNCS) and more recently Curriculum and Assessment Policy Statement (CAPS). Many researchers have argued that since the inception of OBE South African Educators and policy-makers alike have found it to be highly contentious and confusing (Spreen & Vally, 2010). Among other factors, inadequate training resulted in principals having insufficient knowledge on how to carry out the successful implementation of C2005. Mouton, Louw and Strydom (2012:12) concur that many shortcomings in C2005 proliferated as its successful implementation proved to be difficult, in addition to being expensive. The RNCS then emerged from the review of C2005 as a result of the dissent and uproar that principals and teachers experienced with the implementation of C2005. As a result of the curriculum changes mentioned above, principals had to continually change the way in which they managed the curriculum in their own schools. Hence, the need for effective curriculum facilitation through a well-designed instructional programme was much needed. The following subsections will describe some of the changes in the South African curriculum that have taken place over the years highlighting the impact such curriculum changes have on the current role of the principal as instructional leader.

2.4.1 Outcomes - based Education (OBE)

The Department of Education (1997:1) viewed OBE as a means to redress educational imbalances of the majority of the African population owing to historical educational disparities. The reform was based on the premise that there is a severe decline in the quality of school education and that a radical reform is required in order to improve the quality of teaching and learning in South African schools. "OBE is a learner-centred and result-oriented approach to education and training" that builds on the notion that all learners can achieve their full potential (Department of Education, 2000). Jacobs, Vakalisa and Gawe (2004: 57) viewed OBE is an approach to teaching and learning that requires a shift from teacher input through syllabi which focuses on learner outcomes. In an attempt to successfully implement OBE, principals and teachers faced a myriad of administrative burdens and many of them felt pressured and struggled to make sense of all the new terminology and jargon in the curriculum (Hoadley & Jansen, 2010:159). Chisholm (2000:3) argued that implementing a new curriculum was not always thought out, structurally piloted or well-resourced consequently placing undue strain on already overburdened principals and teachers. What is brought to light is that principals are placed in the forefront of this change in the education system and face a mammoth task of trying to come to grips with the changes, especially in relation to curriculum matters.

2.4.2 Curriculum 2005

In 1998, C2005 was introduced in Grade 1, then in 1999 in Grade 2 and later in 2000 in Grade 3. Many teachers welcomed C2005 and saw it as a political transformation which was different from apartheid education however; their pedagogical responses were ill-matched (Hoyle & Wallace, 2005). A number of critics argued that C2005 came with distinct implementation burdens and problems with the way the curriculum was structured. Seen in its totality, teachers were ill-prepared and lacked sufficient knowledge and skills to implement the new curriculum. According to Jansen (2001b), one of the reasons that could have attributed to the failure of C2005 was that it was more political in nature rather than having much pedagogical influence. Reports from the Ministerial Committee established in 2000 to review the C2005 indicated a number of shortfalls and highly criticised the curriculum. The content of the report highlighted that while many valued the principles and premise upon which OBE and Curriculum 2005 was established, its successful implementation had been hampered by a number of factors which included:

- a distorted curriculum structure and design;

- the curriculum failed to correlate with the assessment policy;

- teachers were ill-prepared, inadequately orientated and lacked sufficient professional training and skills;

- learning support materials were not readily available nor were they effectively utilised in the classroom;

- policy changes were on-going with limited understanding to successfully transfer into classrooms;

- lack of sufficient resources to implement and support the curriculum implementation process; and

- poor recognition of curriculum as the core business of educational institutions.

According to the Department of Education (2001: 5), Curriculum 2005 aimed at changing the facet of South African education and training, as well as to integrate education and training, promote life-long learning for all South Africans, equip all learners with knowledge, competencies and orientations needed to be successful after completion of their studies, encompass a culture of human rights, multilingualism, multiculturalism and nation building and aim at producing thinking, competent future citizens.

2.4.3 The Review process

The new Minister of Education appointed in 1999, Prof. Kader Asmal reviewed existing research on the curriculum and evaluated all public inputs to the Department of Education. The Review Committee which comprised of eleven education specialists conducted interviews with teachers, principals, departmental officials and other stakeholders to get their feedback on C2005 and OBE. The Review Committee made several recommendations based on their research and one of them was that the National Curriculum Statement (NCS) be developed in a simple language that could be easily interpreted (Department of Education, 2000b).

2.4.4 Revised National Curriculum Statement Grades R-9

Curriculum 2005 was thus not a new curriculum but streamlined and strengthened into the National Curriculum Statement (NCS). The basic principles under which it was developed, its fundamental purpose and impetus of Curriculum 2005 was kept intact and affirmed the commitment to uphold the principles of outcomes based education (DoE, 2002: 6).

2.4.5 National Curriculum Statement (NCS)

The NCS applied to Grade R through to Grade 9 and clearly stated what learning outcomes and assessment standards each learner is expected to achieve by the end of each grade (DoE, 2003:6).

In many schools, principals are struggling to understand and implement changes and reforms in the curriculum into practice (DoE, 2006:16). According to Ramparsad (2001) principals struggle to carry out their role in managing the proposed curriculum changes mostly due to the lack of sufficient training, proper implementation guidelines and monitoring tools. Furthermore, from my own experience, I can attest to the fact that teachers found it a serious challenge to manage the new and old curriculum simultaneously and this often resulted in uncertainty and confusion. Apart from managing curriculum changes, principals grapple with different issues arising from dysfunctional schools, poor inherited infrastructure, under-skilled teachers and lack of resources (Bush & Heystek, 2006:65). Beckhard and Haris (in Van der Westhuizen, 2007:183) further add that with changes in the curriculum, principals are forced to revisit their school policies as well as redefine curriculum priorities and redeploy resources.

2.4.6 Curriculum and Assessment Policy Statement (CAPS)

On 6 July 2010, the Minister of Education, Angie Motshekga announced a new curriculum improvement process with the intention to strengthen the NCS (Maluleka in Mouton, Louw & Strydom, 2012:12). Changes in the curriculum included reducing the number of subjects for Grades 4 to 6 from eight to six, making an additional language from Grade 1 compulsory, extending contact time with learners to focus on languages, introducing fewer subject projects, scrapping common task assessments and agreeing on a single teacher file for planning (Maluleka in Mouton, Louw, & Strydom, 2012:12). The National Curriculum Statement Grades R-12 (NCS) was later amended and came into effect in January 2012. Within a short period in time, a streamlined comprehensive Curriculum and Assessment Policy document (CAPS) was developed for each subject.

Having highlighted the background to curriculum changes in South Africa over the last two decades, it becomes clear that when curriculum changes are introduced principals experience major tensions trying to balance their traditional roles with that of being solely an instructional leader. Smith, Mestry and Bambie (2013:163) concur with this view and add that rapid curriculum changes have profound implications for the role of principals and their

instructional leadership role (Smith, Mestry & Bambie, 2013:163). Hence, how to lead and manage schools in times of rapid curriculum change has become more important than ever before. In ensuring the provision of quality education, principals must develop strategic initiatives to effectively facilitate curriculum changes and improve learner performance. The added responsibility of facilitating frequent curriculum changes expanded the workload of principals and increased its complexity, demanding more time of the principal to engage in instructional leadership (Hallinger, 2009; Leithwood, Louise, Anderson & Wahlstorm, 2004). Clearly, the concepts of instructional leadership have made their way to the vanguard in school leadership over the last two decades (Hallinger, 2009), and it is assumed that if principals favour instructional leadership approach in facilitating curriculum changes, then learner achievement will in turn improve.

2.5 THE ROLE OF THE PRINCIPAL

Researchers continue to highlight the new and complex roles facing current principals. They have to deal with complex social environments, increased accountability; and a constantly changing curriculum. In support of this statement, Mestry (2013: 119) adds that principals today face more demands, more complex decisions, and more responsibilities than principals of the past. Captain (2010: 27) supports this view and asserts that now more than ever before, principals are required to possess a variety of skills in order to realise sustainable success in their leadership position. Similarly, Bush (2013:15) affirms that today's principal are expected to be more involved in teaching and learning and ensuring that curriculum changes are successfully implemented. Even globally, Mulford (2003:7) maintains that principals as instructional leaders are expected to take on added responsibilities, manage curriculum matters, demonstrate a wide range of skills and comply with departmental standards and expectations.

The significant transition from apartheid to a non-racial democratic South Africa in 1994, led to significant legislative changes and policy reforms. As a result, there have been various changes in the educational system all of which aimed at the provision of quality education. Jansen and Taylor (2003:8) affirm this by stating that since 1994 a succession of discussion documents, new legislation, White Papers, Green Papers, and amendments to existing laws and procedures have amassed within the education bureaucracy. Hoyle and Wallace (2005:

36) argue by stating that when the added ingredient of change is incorporated in leadership and management mix, the complexity imposed by multiple factors and their inter-relationship increases. The outcome of many actions cannot be predicted before they happened, and when the added ingredient of reforming an entire education system is incorporated, complexity increases manifold. These rapid curriculum changes experienced in the country emphasise new roles and added responsibilities for school principals hence, principals are expected to play an integral part in ensuring the effective facilitation of curriculum changes.

When one examines the roles and duties of South African principals which are spelt out in different legislation, namely, the Employment of Educators Act of 1998 (EEA) (South Africa, 1998), the Personnel Administration Measures (PAM) (South Africa, 1998), the South African Schools Act (SASA) (South Africa, 1996), and more recently the Education Laws Amendment Act (ELAA) (South Africa, 2007) and the Basic Education Laws Amendment Act (South Africa, 2011) it becomes clear that principals are now faced with expanded workloads and increasing demands for accountability compounded with overwhelming administrative duties. Further to this, the overall management of the school, leading curriculum changes and implementing policy and legislation lie on the shoulders of school principals (South Africa, 2007). Under the apartheid regime, the roles of the principal were limited in that they were mainly administrators who had to facilitate the agenda of the state (Naidu, Joubert, Mestry, Mosego & Ngcobo, 2008:4). The SASA (South Africa, 1996) changed this role drastically such that principals have to now as instructional leaders take on the responsibility of leading and managing their schools.

As stipulated in the Education Laws Amendment Act of 2007 (South Africa, 2007) the duties of school principals are extended to include designing an academic plan to show the strategies and programmes aimed at improving the academic performance of learners. This requires the Head of Department's dependence on the principal as instructional leader by ensuring that effective teaching and learning is taking place at schools. Furthermore, the Action Plan of 2014 for South African schools (South Africa, 2010; DoE, 2010) states that by 2025 a school principal must be seen to ensure that teaching in the school takes place as it should, according to the national curriculum (DoE, 2010), and understand that his or her role as leader is to be responsible to promote harmony and a sound work ethic within the school community and beyond.

Grobler (2013:177) contends that in order to successfully achieve learner targets set out in the National Curriculum and Assessment Policy Statement (CAPS) (DoE, 2011) and the Action Plan for 2014 principals as instructional leaders must be directly involved in matters related to the curriculum. Goslin (2009:10) however, argues that many principals tend to abandon their role as instructional leaders because they do not fully understand their primary task of managing teaching and learning or that they are far too involved in attending to their administrative duties or managing the school building and its people.

What needs to be highlighted from the pieces of legislation indicated above is that the duties of the principal are highly complex and wide ranging ultimately placing enormous challenges on the principal. Principal's tasks range from non-education matters such as maintaining the physical plant, labour relations, financial management, empowering the governing body and routine administrative tasks to the highly professional role of evaluating and supporting educators in their work, (Kruger, 2003:206). In addition to the principal's tasks mentioned above, they also have to deal with the rapid rate of curriculum changes which further places them under tremendous pressure.

2.6 ROLE OF PRINCIPALS AS INSTRUCTIONAL LEADERS IN MANAGING CURRICULUM CHANGES

Considerable evidence exists that a strong instructional leader is a fundamental characteristic of an effective school (Blase and Blasé, 2000; Du Plesis, 2013; Ifeoma, 2013; Mestry, 2013). In my opinion, the principal is the key to a successful school and is directly responsible for managing the curriculum. According to Fullan (in Sahlberg, 2005) and Hargreaves & Fullan (in Sahlberg, 2005) seven principles are often used when implementing a new curriculum in order to conceptualise and understand the need for curriculum change. These seven principles are as follows:

1. To understanding why change to the existing curriculum is necessary and to define how political, social, and economical association to change can improve education quality and overall learner achievement;

2. implementing curriculum change is often difficult and frustrating and one needs to understand the ramification and underlying dynamics of the change;

3. implementing change requires the collective work of many in order to redesign policies, determining curriculum strategies, allocate and deploy resources, and taking actions that aim at ensuring a smooth and effective change in curriculum;

4. developing professional learning communities and engaging with other schools that have successfully implemented curriculum changes;

5. using and collecting data forms an integral part in attaining a better understanding of learner achievement, preparing action plans for learner improvement, developing a culture of evaluation and informing parents about learners' performance;

6. developing sound instructional leadership practice within the school; and

7. utilising school's existing curriculum ideas in fostering effective teaching and learning.

In order for principals as instructional leaders to successfully engage in facilitating curriculum changes, they need to have a clear understanding of what drives curriculum changes. In this way, principals can create conditions for effective implementation of the curriculum and establish curriculum goals and objectives.

Furthermore, principals can successfully lead schools towards educational goals by acquiring a multitude of skills, knowledge and competencies (DuFour, 2002). Principals are expected to participate in curriculum matters to ensure that their teachers understand curriculum changes, are well-planned, and align resources to set standards and learner achievement goals. They are further involved in setting goals, allocating resources, managing and monitoring the curriculum programme and developing professional development for teachers. As leaders of change, it is imperative for principals to maintain and improve the academic standards of learners (Glantz, 2006). Chell (in Marishane et al., 2011:89) concur by stating that an effective instructional leader exercises supervision, evaluates instruction, promotes teachers' development activities, oversees curriculum change development and professional development knowledge and activities, promotes action research, develops a positive school climate and creates links between school and community.

According to Marishane et al. (2011:7), the principal as an instructional leader is seen as someone who controls, coordinates and supervises curriculum changes in a strong and directive manner. I concur with Marishane et al. (2011) in that a principal who adopts this type of leadership style is able to successfully set the tone in pursuit of high achievement standards for learners. In extension to the views espoused above, Spillane, Halverson and Diamond (2004:2) argue that principals as instructional leaders have the power to influence

relationships by motivating and supporting teachers' efforts to work collaboratively in instructional practices. McEwan (2003:6) holds a similar opinion and sees instructional leadership related to the process of managing curriculum matters where teachers and learners interact. Recent definitions of instructional leadership show principals at the core of teaching and learning therefore indicating their expanded and deeper involvement in curriculum matters.

Figure 2.2 below presents the school principal as an instructional leader who stands at the vanguard of the curriculum delivery chain mainly for professional practice and positional reasons (Marishane et al., 2011:46). Principals as instructional leaders in their schools have a primary role of being a teacher and have a significant influence on educating learners to achieve the highest academic achievement possible as well as providing leadership services to their teachers whose key focus is the curriculum and curriculum delivery. In this way, principals together with teachers can channel their energies and focus towards managing curriculum change. Marishane et al., (2011:46) further add that the principal's service is a package consisting of giving teachers direction, support and motivation, and monitoring their activities, guided by continuous reflection on commonly shared values and purposes. Certainly, it becomes apparent that the principal as an influential member on the SMT is able to provide teachers with the skills and knowledge essential for making decisions related to the curriculum.
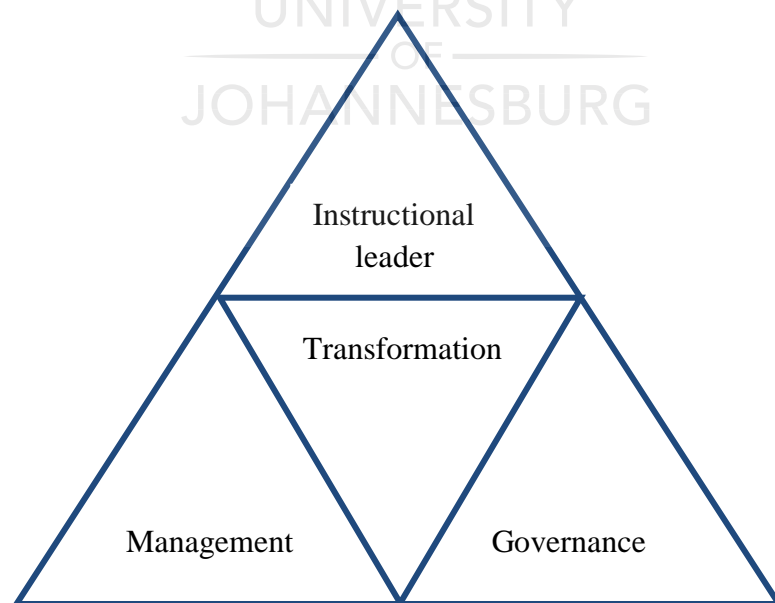
Figure 2.2 Curriculum delivery chain (Marishane et al., 2011:46).

Despite the above view advocating the influential role of principals as instructional leaders on the curriculum, Davis, Darling-Hammond and LaPointe (2005) comment that, in practice,

few principals exercise their role as instructional leaders. Research continually show that a principal's role and functions are filled with management tasks such as drawing-up schedules, reporting and handling parent issues and dealing with multiple day to day crises and occurrences in schools.

Various authors (Chell, 2005; Marishane et al., 2011:3) have written concerning the roles of the instructional leader and his or her responsibility for the three "Ps" in the school: people, programme and plant.

2.6.1 The people

The principal as instructional leader is responsible for managing the curriculum through which the academic goals of all stakeholders is realised. Marishane et al. (2011:91) highlight the following responsibilities of the principal as instructional leaders: Principals should monitor teachers' and learners' work to see whether teachers are teaching according to the curriculum plans, learning programmes and work schedules, and whether teachers assess their learners' work according to the set outcomes. Principals and teachers are expected to work in a joint effort in curriculum matters and to pay attention to two related instructional management functions: coordinating the curriculum and monitoring learner progress. Principals should coordinate curriculum by ensuring that the proposed curriculum changes are successfully implemented.

2.6.2 The programme

Marishane et al., (2011:91) points out that documents of the Department of Education (South Africa, 2003:3) emphasise that it is the responsibility of the principal as instructional leader to organise the learning areas for general education and training into different phases.

Marishane et al., (2011:91) highlights several responsibilities of the principal as instructional leader: Principals need to know about the changing conceptions of curriculum, educational philosophies and beliefs, knowledge specialisation and fragmentation, curricular sources and conflict, and curriculum evaluation and improvement; with regard to instruction, principals need to know about different models of teaching, theoretical reasons for adopting a particular model, the pedagogy of the internet and theories underlying the technology-based learning environment; with regard to assessment, principals need to know about the principles of assessment and assessment procedures with emphasis on alternative assessment methods that

aim to improve student learning; the principal is responsible for the implementation of the core curriculum in the school and leading the instructional programme of the school means a commitment to living and breathing a vision of success of teaching and learning. This includes focusing on learning objectives, modelling behaviour of learning, and designing programmes and activities on instruction.

2.6.3 The plant

Here, Marishane et al. (2011:92) highlights the principal's responsibilities as instructional leader: the principal must take the responsibility for activities inside and outside the school and understand key educational ideas that are appropriate to their school community; the principal needs to set clear expectation, maintain discipline and implement high standards with the aim of improving teaching and learning. This according to Botha (in Marishane et al., 2011:92) describes the principal as a "visionary, leading the community to use more teaching and learning strategies, and supporting teacher's efforts to implement new programmes and processes".

According to Parker and Day (in Marishane et al., 2011:92), principals as instructional leaders work collaboratively with teachers in defining, communicating and formulating clear goals and objectives towards the realisation of effective teaching and learning. They further manage the curriculum and instruction, and are responsible for coordinating them in such a way that allows for the optimum use of time required for supervising teaching and learning. In addition principals ensure that their teachers receive guidance and support to enable them to teach effectively, monitor learning programmes, evaluate learner achievement, create a positive learning climate in which teaching and learning is exciting, and where there exist a shared sense of academic purpose. Smith, Cronje, Brevis and Vrba (2007:9) capture some of the core functions of principals as indicated in Figure 2.3 below.
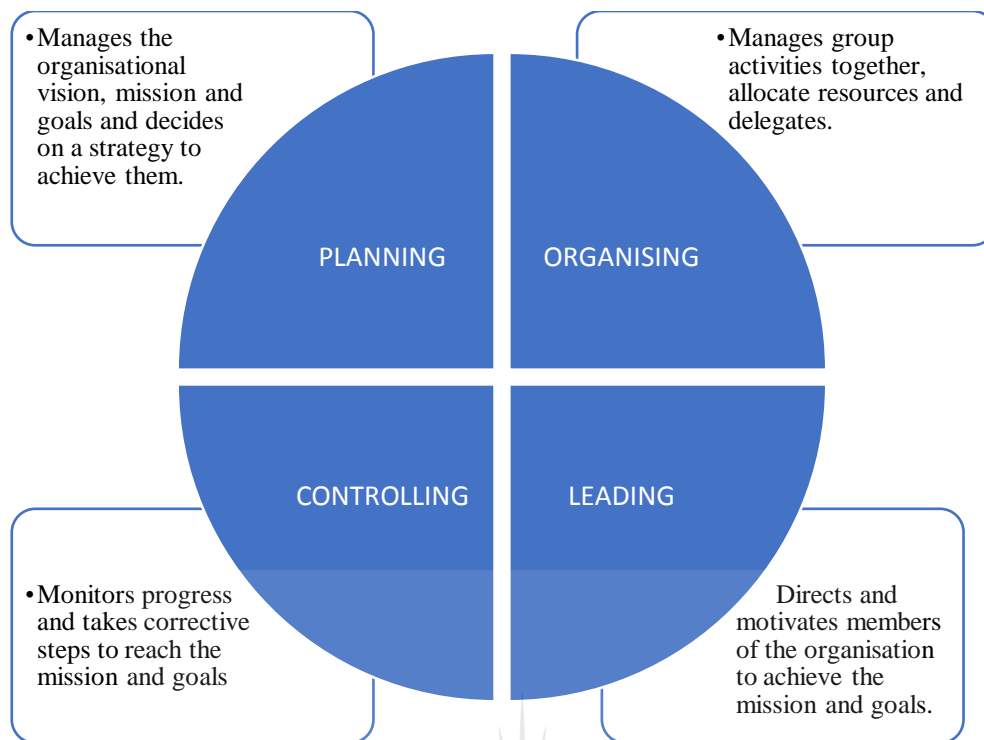
Figure 2.3 The role of principals in policy implementation (Adapted from Smith, Cronje, Brevis & Vrba, 2007:9).

In fulfilling all of these duties, principals tend to neglect their primary task: to enhance teaching and learning activities by creating favourable conditions in the schools in which learners can receive quality education (Kruger, 2003:206). According to Paige (in Glantz, 2006:33) successful instructional leaders facilitate best curriculum by:

> Reviewing all instructional resources and materials in various content areas, aligning teaching with curriculum, encouraging teachers and others to review curriculum guidelines and recommend revisions to the instructional program, integrating local, state or national standards into curriculum instruction, reviewing testing and assessment procedures and inviting curriculum specialists from within and outside of the school to help facilitate curriculum revisions and development.

Glantz (2006:34) highlights key concepts that principals as successful instructional leaders should know when it comes to managing the curriculum. The following boxed material summarises the curriculum ideas:

THE CURRICULUM DELELOPMENT PROCESS

• "Involves analysis, design, implementation, and evaluation of educational experiences in a schoool in order to establish goals, plans experiences in a school in order to establisg goals, select content, and assess outcomes of school programs" Wiles and Bondi (1998:12) (as cited in Glanz, 2006:34).

TRIPOD VIEW OF CURRICULUM

• This involves three ways of conceiving curriculum: based on learner needs, societal needs or the knowledge base.

ESSENTIALISM, PROGRESSIVISM, AND CONSTRUCTIVISM

• These refer to three approaches needed to facilitate curriculum development.

THE TYLER MODEL

• Involves four steps in developing curriculum which must be considered.

PLANNING, IMPLEMENTING AND ASSESSING TEACHING AND LEARNING

• Involves framework encompassing three steps.

DESIGNING QUALITY CURRICULUM

• Involves three guidelines offered by Glatthorm(as cited in Glanz, 2006:34) for designing quality curriculum.

Figure 2.4 What principals should know about curriculum (Glantz, 2006: 34)

Jenkins and Pfeifer (2012:31) however, maintain that principals do not have to be curriculum experts, but they do need to lead their schools with full knowledge of core state standards, the assessments tied to these standards and the rigor embedded in both.

2.7 SKILLS OF AN INSTRUCTIONAL LEADER

A number of researchers concur with the belief that many South African principals lack the relevant skills to lead their schools effectively (Mestry and Singh 2007). I am of the contention that principals as instructional leaders must have knowledge in the core areas of education and must possess an array of skills needed to drive curriculum activities. Mendez-Morse (in Marishane et al., 2011:9) assert that skills such as planning skills, instructional observation skills and research skills are important skills that instructional leaders require when managing curriculum changes.

It is argued that principals who have good people skills are able to maintain trust, spur motivation, give empowerment and intensify collaborative relations (Kamper, 2008:11). In such relations, principals ensure that tasks that involve planning, designing and evaluating the curriculum and instructional programme are accomplished. When teachers feel empowered they take ownership of identified curriculum problems and commit to designing strategies to solving these problems themselves. Further by maintaining collaborative relations, principals and teachers are likely to promote cooperative behaviours in matters related to the curriculum. Principals as instructional leaders have the skills to assess what changes need to occur in the curriculum by constantly researching and observing teachers during the curriculum implementation process. Research and evaluation skills are also important skills that principals need in order to critically question the proposed curriculum change and provide feedback to teachers. This brings us to look at what effective instructional leaders can use in order to ensure their skills are being developed, and put to use. I am convinced that if principals are to be effective in providing quality education, they need the instructional leadership skills necessary in managing curriculum changes.

Lashway (2002) confirms that the principal must possess certain skills to carry out the tasks of an instructional leader: interpersonal skills; planning skills; instructional observation skills; and research and evaluation skills. Interpersonal skills refer to maintaining trust, empowering staff, and enhancing collegiality. Relationships are built on trust, and implementing curriculum changes are accomplished through motivation and empowerment wherein teachers are involved in planning, designing, and evaluating the curriculum programme at school level. Empowerment leads to ownership and commitment as teachers identify problems and design strategies associated with curriculum changes. Collegiality promotes

sharing, cooperation, and collaboration, in which both the principal and teachers talk about curriculum changes (Brewer, 2001).

Planning skills begins with clear identification of goals or a vision to work toward, as well as to induce commitment and enthusiasm. The next step is to assess what changes need to occur. This may be accomplished by asking teachers involved what changes they think need to occur, reading policy documents, and observing what the curriculum change process entails. The aim of instructional observation is to provide teachers with feedback to consider and reflect upon. Not only can principals as effective instructional leaders help guide curriculum implementation through supervision, they can also play a significant role in improving it. Research and evaluation skills are needed to critically question the success of curriculum change programmes, and one of the most useful of these skills is action research. Through research and program evaluation, effective instructional leaders acquire a plethora of information to make informed decisions about curriculum matters at their schools.

2.8 EFFECTIVE INSTRUCTIONAL LEADER CHECKLIST

Marishane et al. (2011:94) point out that as an instructional leader it is important to use checklists (South Africa, 2003:44) to ensure that all stakeholders are actively participating in curriculum change programmes, so that learners can attain quality education that will enable them to face challengers in the classroom and the world. The DoE (South Africa, 2003:44) emphasises the Committee on Teachers Education Policy's norms and standards for teachers, which defines the roles of an effective instructional leader as a professional with practical competencies. The following table adapted from the North West Department of Education (2003) clearly shows that the principal is responsible for motivating all teachers in the school to have a thorough knowledge of curriculum policies and to embrace curriculum changes.

Hopkins, Harris, Singleton and Watts (in Marishane et al., 2011:95-96) suggest that:

> instructional leaders should display an ability to articulate values and vision around learning and achievement, and to make the connections to behaviour and necessary structures to promote and sustain them; display understanding of a range of pedagogic structures and their ability to impact on learner achievement and learning and understanding of the nature of organisational capacity, its role in sustaining curriculum change, and how to enhance it.

Table 2.2 Effective instructional leadership checklist (Adapted from North-West Department of Education, 2003).

ASPECT OF FOCUS FOR THE INSTRUCTIONAL LEADER.	WHAT SUCCESFUL INSTRUCTIONAL LEADERS DO	CHALLENGERS INSTRUCTIONAL LEADERS EXPERIENCE IN THEIR SCHOOLS
1. POLICIES		
• Designing school policies; procedures; and code of conduct	• Share policies with all relevant stakeholders • Ensuring that teachers have thorough understanding of these policies	• Government not clarifying policy legislations • Teachers resist implementation of new policies
2. MEETINGS		
Organises meeting with relevant stakeholder in his/her school	As an instructional leader, set up meetings with the SMT, teachers, parents and learners to discuss curriculum issues	Parents fail to honour meetings unless promised food
3. PLANNING		
Have a clear vision and academic direction for the school and ensuring that the school is operating in an organised manner	Monitor whether teachers are formulating their lesson plans, learning programmes and work schedules accordingly	Teachers resisting to plan according to new curriculum and believing that traditional methods are the best
4.DISCIPLINE		
Developing disciplinary measures to combat poor learner behaviour	Developing a code of conduct for learners	Many learners do not adhere to school rules and disciplinary measures
5.HUMAN RESOURCE MANAGEMENT		
Dealing with dissatisfied teachers, trade unions and disciplinary hearings, hiring new teachers	Having a disciplinary committee that ensures that disciplinary hearings are fair and just	Teachers are unionised, high rate of absenteeism

According to the DoE (2000:11), principals as instructional leaders need to understand the principles on which a new and revised curriculum is introduced in order to ensure that curriculum changes are successfully implemented. Hence, I argue that principals are responsible for showing a definite connection between content, values and skills associated with curriculum changes. Effective instructional leaders motivate teachers to strategically and effectively introduce changes in the curriculum to the learners so that they feel comfortable and motivated to achieve higher standards. Thus, assessment is an integral part of the curriculum planning process and principals as instructional leaders are expected to motivate teachers to translate changes in the assessment policy and guidelines into practice.

Furthermore, the critical outcomes (South Africa, 2003:48) envisage that the principal as instructional leader should be able to work effectively in a team, communicate effectively as well as identify and solve problems at school level. Additionally, they should make curriculum decisions using critical and creative thinking; use science and technology effectively and critically, showing responsibility towards the environment and the health of others and motivate learners to study scarce discipline learning areas such as mathematics, science and technology.

I am convinced that principals as instructional leaders have a specific role to play in identifying the goals and objectives necessary to effectively facilitate curriculum changes. According to Whitmire (2012:4), in order to ensure that principals as instructional leaders are successful in facilitating curriculum changes, districts and the state need to overhaul principal-preparation programmes; improve curriculum development for existing principals; and revamp the current practices and rules that impede principal autonomy.

The following three major factors in principal effectiveness as outlined by (Whitmire, 2012) are discussed in more detail.

2.8.1 Principal Preparation

Rebuilding and maintaining principal-preparation are viewed as critical factors in building a cadre of principals that possess the desired skills and preparation tools to effectively manage curriculum changes. In order to ensure that schools are led by effective principals, the field of principal preparation needs to be much more systematic and rigorous. In a 2006 study by Columbia University's Teachers College President, Levine (2006), concluded that the quality

of most preparation programs for principals was "very disappointing," especially at a time when high-quality educational leadership is critically needed for schools.

Principal-preparation training material and course work should be aligned with the skills and knowledge principals need to manage the curriculum. However, Whitmire (2012) argues that principal-preparation programmes fail to properly prepare principals when it comes to managing the curriculum, managing resistance to change and attaining technical knowledge around the curriculum. In my view, high performing schools attribute their success to principals who are well-prepared as instructional leaders, who have the curriculum knowledge, skills and attributes to ensure that curriculum changes are successfully implemented.

2.8.2 Principal Development

The DoE is expected to provide on-going support and prepare principals in developing their instructional skills in order to effectively manage curriculum changes. Currently, the support and development that principals receive lack in quality and in frequency of support (Whitmire, 2012). It is my contention that principals as instructional leaders need to be evaluated regularly on their instructional competencies and skills required to successfully facilitate curriculum changes. The DoE need to implement professional development programmes so that principals are empowered with the skills required to manage curriculum changes. They have the important task of collecting and analysing data on how principals manage their schools over time provided that they comply with the standards and competencies for evaluating principals. Further to this, the DoE have the responsibility in ensuring that individuals involved in the evaluation of principals, fully understand the proposed curriculum change (Whitmire, 2012). Therefore, it can be argued that without adequate professional development opportunities, principals as effective instructional leaders cannot successfully facilitate curriculum changes.

2.8.3 Autonomy

In order for principals to fulfil their role in facilitating curriculum changes and be involved in supporting their staff in the implementation process, and establishing and monitoring the curriculum programme, they must have the autonomy to make basic school-based curriculum decisions. However, Whitmire (2012) argues that many principals do not exercise their decision-making powers when it comes to curriculum matters at school level. He further

argues that the lack of professional development programmes for principals' limits their autonomy to provide school-based development opportunities. It can thus be inferred that in order to improve the autonomy of principals and ensuring their success in managing curriculum changes, principals should be able to hire, evaluate and train their own teaching staff. In addition to this, principals need autonomy over their curriculum programme, and resource allocation to be successful in facilitating curriculum changes. They also need to be involved in designing curriculum policies that affect their school's goals. I am of the opinion that autonomy is a trait vital to the effectiveness of a principal as instructional leader because this will allow them to engage freely in curriculum change management decisions unique to their school's curriculum goals and objectives. It is argued that it may be difficult to hold principals accountable for poor management of their schools when they are not free to make their own decisions on curriculum matters.

2.9 THE PRINCIPAL AS FACILITATORS AND MONITORS OF THE CURRICULUM DEVELOPMENT PROCESS

According to Glantz (2006: 34), curriculum development is a dynamic, interactive, and complex process that serves as the foundation for good teaching practice. He states that principals as instructional leaders must be proactive in matters related to the curriculum development process. Furthermore, having an in-depth understanding and comprehensive knowledge of the curriculum is an essential foundation in ensuring the effective implementation of curriculum change (Glatthorn, Boschee, Whiteheads & Boschee, 2012). Brundret and Duncan (2011:121) concur and add that in order to ensure that the successful implementation of curriculum changes are maintained and sustained, leaders are required to research a wide range of possible curriculum models before changes are trialled and implemented.

Principals should help teachers distinguish amongst three types of curriculum: the taught, learned and tested, Glantz (2006: 36). Glantz emphasised that an essential aspect to empowering teachers to understand the curriculum, is for principals to help them expand their thinking and values associated with the curriculum and education in general. He further mentions that the Tripod View of curriculum (Figure 2.5) is vital in revealing what teachers believe to be key curriculum practice when it comes to designing and developing curricula.
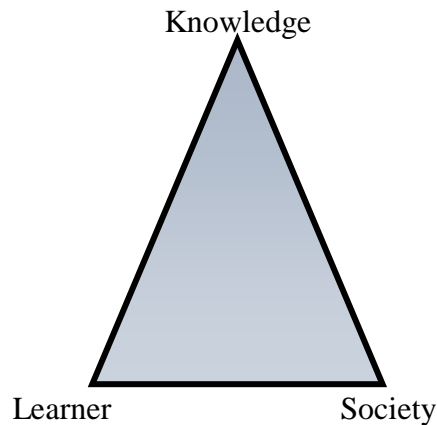
Figure 2.5 Tripod View of curriculum (Glantz, 2006: 36)

Glantz (2006:38) identifies three philosophies or approaches to viewing curriculum and curriculum changes namely: essentialism, progressivism, and constructivism. The essentialist thinking is based on the premise that curriculum is timeless and learners pursue basic truths. Progressivism is a second approach to looking at curriculum. Promulgated by John Dewey (Cremin in Glantz, 2006:38), progressivism emphasises learning to be an active process in involving the participation of all learners. Glantz (2006:39) claims the third approach to curriculum emphasises the interests of society as most important in developing curriculum.

In 1949 Tyler published his findings on curriculum development with a model known as the product process which is a significant part of the history of curriculum development (in Howard, 2007). The model was organised around four principles: (a) defining goals, (b) establishing corresponding learning experiences, (c) organising learning experiences to have a cumulative effect and (d) evaluating outcomes.

Glantz (2006:40) asserts that the Tyler model (1949) adds a practical value to principals in that they can establish curriculum goals that with the collaboration of teachers they can be translated into instructional objectives. This model identifies four steps to curriculum development process which is defined in the following questions:

1. What are the educational purposes of the school?
2. What educational experiences can principals provide in promoting the identified educational purposes?
3. How can these educational experiences ensure that the educational purpose of the school is achieved?

4. How can schools determine and evaluate whether the educational purposes are being fulfilled?

The principles entrenched in Tyler's report findings is considered to be the preferred approaches to curriculum development for a number of years since it was first formulated. Today's principals can apply the same principles to newer ideas by either extending them or reinterpreting them to guide the fundamental questions of curriculum development today.

Ifeoma (2013:446) states that effective principals are those who engage in the full spectrum of curriculum and instruction from planning the curriculum to planning the 'how' of instruction. Fullan (2000) on the other hand is of the view that the complex role of the principal is increasing and the tension associated with this complexity place principals in an unenviable position as instructional leaders, and by implication, poor leaders of curriculum change. According to Beach and Reinhartz (in Glantz, 2006:42), principals are responsible for facilitating three curriculum development steps:

1. Planning for teaching and learning
2. Implementing the plan
3. Assessing teaching and learning

Figure 2.6 below, illustrates the three steps of the curriculum development process. The steps follow a cyclical formation beginning and ending with planning.
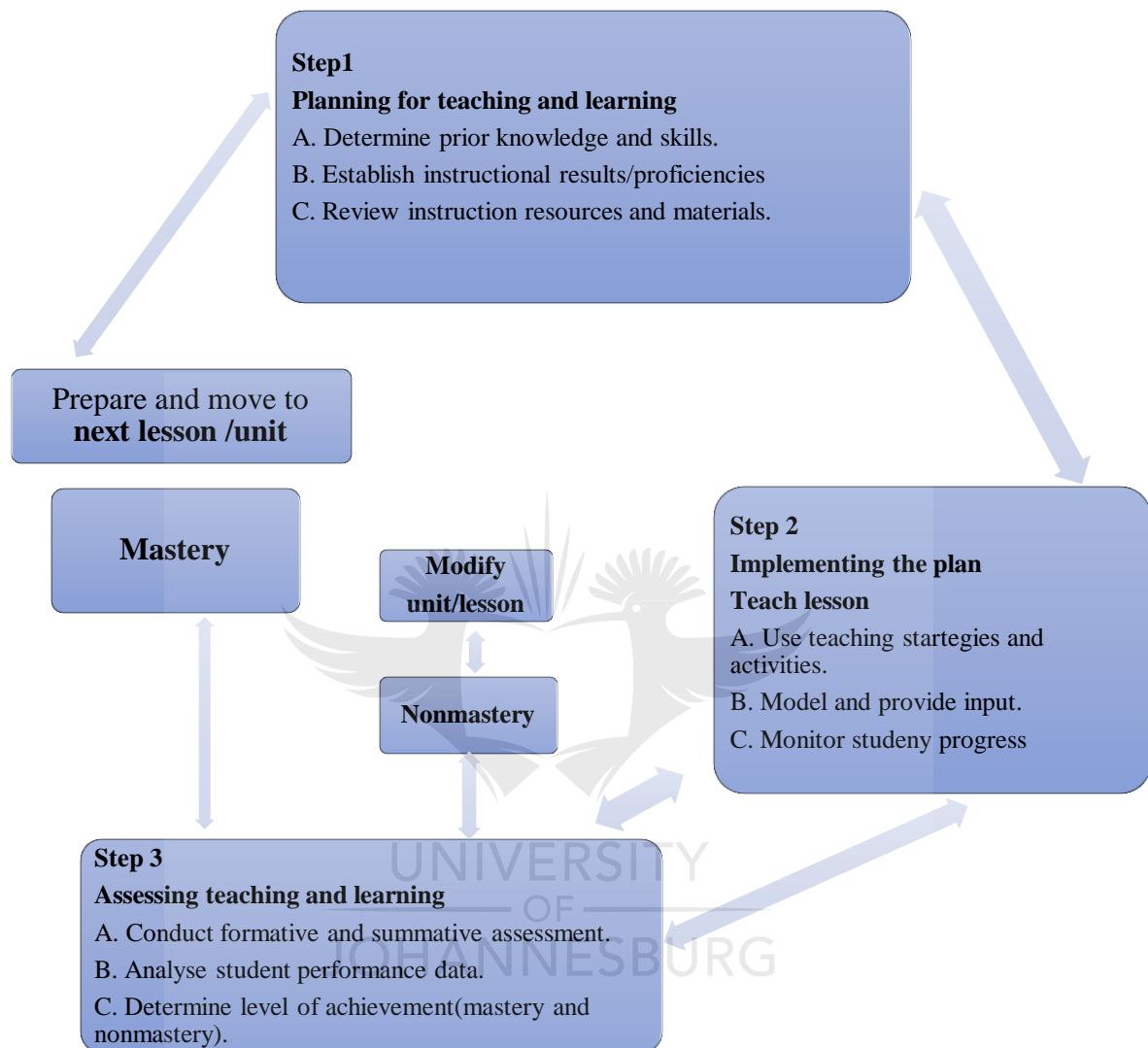
Figure 2.6 Operationalising the steps in developing the curriculum (Beach & Reinhartz, 2000).

Masters (2009: 79) indicates that curriculum monitoring of teachers is important because it gives principals an understanding of where the learners are, in terms of their progress. It also helps principals to understand the weaknesses and strengths of teachers and learners in order to address these. According to Sigilai and Bett (2013), school principals should encourage both the enrolment and retention of learners, because these ensure that the community and teachers make sense of issues that hinder learner performance. Furthermore, to ensure that principals facilitate curriculum changes effectively, Sigilai and Bett (2013: 378) argue that teachers should set up curriculum programmes to offer intensive coaching - especially when

there are weaknesses in learner performance in different learning areas. Principals should monitor the set curriculum programmes so that they can identify specific needs and compile plans in order to ensure achievement through quality teaching and learning. Dempster (2012: 52) argues that the school principal should ensure that the school curriculum is well-executed and that teaching and learning in classrooms is monitored. Stoelinga (2010: 25) indicates that direct monitoring of the curriculum assists principals to find out whether teaching and learning actually takes place in the classroom. Stoelinga (2010: 25) further asserts that the aim of monitoring of the school curriculum should be to offer support to teachers and learners.

2.10 SCHOOL INSTRUCTIONAL PROGRAMME

According to Wiles and Bondi (2007), the principal as instructional leader must be skilled at translating intended curriculum changes into practice. Bush et al. (2000) assert that instructional leadership development programmes require the fundamental elements of a focused curriculum, professional development to enable principals to coordinate and monitor curriculum programmes and a commitment to transparency, communication and distributed leadership needed in effectively managing curriculum changes. Bush (2013:17) advocates that to achieve the above objectives, curriculum leadership programmes should be designed such that there is strong focus on practice.

A successful principal channels a greater portion of both mental and physical energy into an effectively driven curriculum programme (Marishane et al., 2011:102). They further add that the instructional programme should be safeguarded from external inferences that can derail its safe progress towards goal achievement. In the context of curriculum restructuring, the instructional programme consists of a series of integrated and context-bound teaching, learning and assessment activities (Du Plessis, 2013:87). Marishane et al. (2011:103) illustrate this in a simple way in Figure 2.7 and explains the instructional programme as follows:
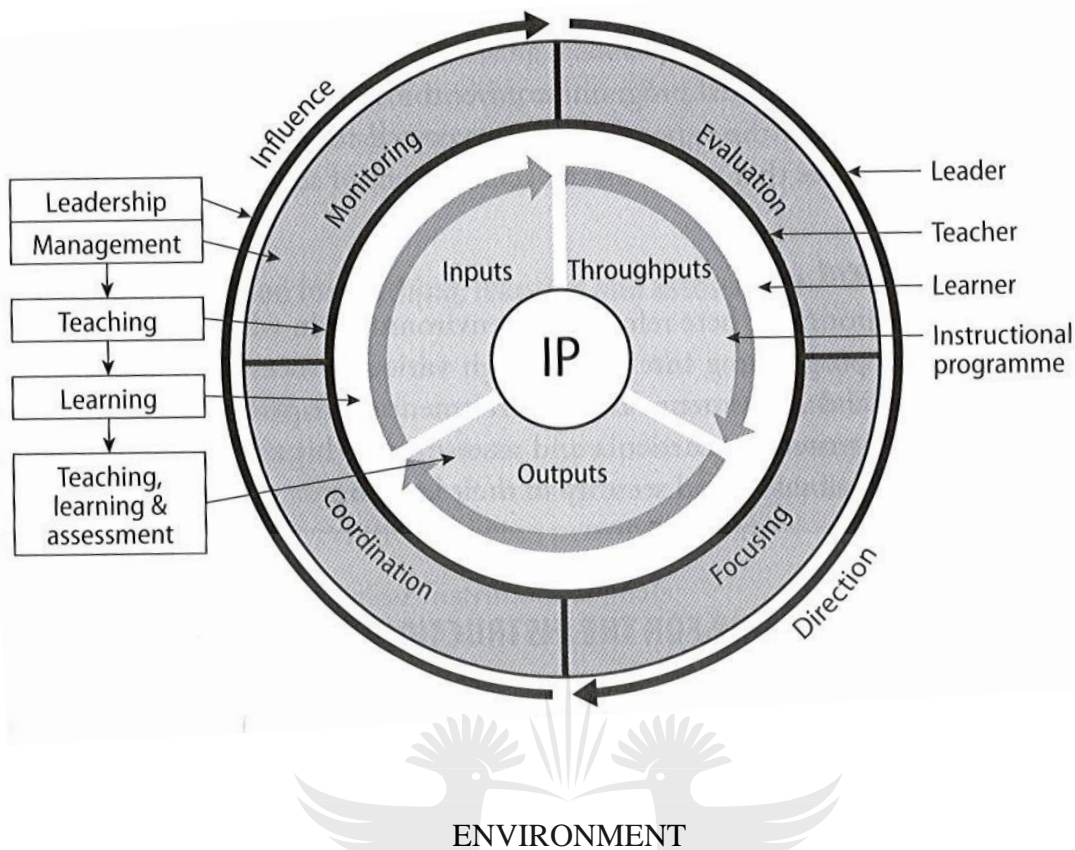
Figure 2.7 Elements of an instructional programme (IP) Marishane et al., (2011:103)

The figure shows the curriculum instructional programme as consisting of structures and processes that operate in a coordinated and coherent way. First, the activities within the programme are integrated, simply in the sense that none of them can be meaningfully carried out in isolation from the others. Teaching in a subject area, for instance, is meaningful as far as it can lead to the acquisition of knowledge, as a meaningful training programme can lead to the acquisition of a desired skill. Second, as a curriculum delivery mechanism, the instructional programme follows an internal system of inputs, throughputs and outputs. The three elements collectively define what learners are taught and learn; how they learn, are taught and assessed; the circumstances (where) under which teaching and learning take place; and the purpose of teaching and learning (why).

2.10.1 Instructional programme inputs (IP)

There are three types of input into the instructional programme, which collectively constitute the resources needed for implementation of curriculum changes: organisational inputs, learner inputs and teacher inputs. Organisational inputs are inputs emanating from the nature of the curriculum implemented in the school. They include plans, policies, values and

principles that guide practice, class size, content, objectives and standards to be achieved, teaching and learning support materials, and time allocated for teaching and learning activities. Teacher inputs include teachers' attitude towards curriculum changes and their differentiated needs, their content knowledge, their qualifications and their skills in applying content knowledge. Learner inputs cover learner's prior content knowledge and their readiness to adjust to curriculum change barriers standing in their way towards effective learning. It can therefore be seen that these inputs are important elements that principals as instructional leaders need to understand to ensure the effective management of curriculum changes.

2.10.2 Instructional programme throughputs (IPT)

The throughputs in the instructional programme cover the mix of inputs in a process driven by the teacher-learner interaction. Such interaction occurs in the form of a series of objective-based and goal-directed curriculum activities, and continuous assessment of the success of these activities. It includes the application of appropriate strategies and methods of teaching, active learner participation, learning time and supportive teacher intervention. Hence, I am convinced that throughputs cannot be disregarded because they play a significant role when principals as instructional leaders are faced with curriculum changes.

2.10.3 Instructional programme outputs (IPO)

The outputs in the instructional programme cover the outcomes of curriculum changes and assessment changes. There are expected and unexpected results of curriculum changes that reflect on the achievement of set objectives. Successful principals as instructional leaders must therefore consider the outputs of the instructional programme as a monitoring mechanism when curriculum changes are introduced.

2.10.4 Interactive environment

The interactive environment here refers to the environment in which people involved in the instruction programme interact when curriculum changes are introduced. This environment is shaped by various policies such as those on instruction, curricula and assessment. Hence, monitoring excellence in curriculum, instruction and assessment helps identify with new learner-centred instructional techniques, which focus on understanding collaborative group work and comprehension (Supovitz, Sirinides & May, 2010) and on approaches to curriculum changes.

Thus it is inferred that when school leadership focuses on the curriculum instructional leadership programme (inputs, throughputs and outputs) from various dimensions (political, transformational, managerial and instructional) it creates links between inputs (needs), throughputs (teaching, learning and assessment) and outcomes (results of the mix of the previous two) in such a way that one is able to account for the success of curriculum change management. Thus, I am of the opinion that monitoring achievement and evaluating instructional programmes is a primary function of the principal as an instructional leader. It is through the instructional leader's enactment of this function that ensure the effective facilitation of curriculum changes.

2.11 PROVIDING LEADERSHIP FOR THE INSTRUCTIONAL PROGRAMME

A considerable body of literature in the elements of school effectiveness and instructional leadership has reiterated the power of the influence of principals on the schools' instructional programme. Marishane et al. (2011:105) acknowledge two characteristics common to all principals: the ability to set direction and the ability to influence others to follow that direction when curriculum changes are introduced. In their study of leadership, developing organisational vision and setting objectives and goals should be clearly exercised by principals and how they apply these concepts in exercising leadership of the instructional programme is dependent on his/her disposition (beliefs and behaviour) and the environment in which the school operates. The two characteristics: the ability to have an academic direction and the ability to influence others to follow that direction, Marishane et al. (2011:105) will be discussed in the following sections:

2.11.1 Setting direction for teaching, learning and assessment

Setting direction is critical for the realisation of the curriculum goals of instruction. It is a personal initiative in which the principal embarks on a ground-breaking and pace-setting exercise aimed at giving teachers a sense of purpose in what they should do and how they should do it with regards to curriculum matters. It is about making sense of the whole professional exercise of facilitating curriculum changes. It covers personal actions such as setting and articulating clear instructional goals; aligning instructional goals with the school's vision and mission statement; interpreting instructional policies; setting high performance and assessment standards and creating high expectations for learners and stakeholders. Stringer and Hourani (2015:30) assert that principals are responsible for developing a collaborative

school vision of excellence in teaching and learning as well as setting achievable goals by participating in instructional programmes. According to Hoadley, Christie, and Ward (2007), knowledge of how principals manage teaching and learning in schools in South Africa is limited. They further contend that school principals play a crucial role as instructional leaders in creating conditions for improved teaching and learning.

It is my contention that when curriculum changes are introduced, principals should clearly state curriculum goals, and ensure they are communicated to teachers, as well as align with the vision and mission statement of the school. In doing this, a sense of direction and purpose can be developed. Teachers also need information related to curriculum policies that can guide their performance, together with standards they are expected to achieve. Teachers furthermore need to be informed about what the various internal and external stakeholders expect when curriculum changes are implemented.

2.11.2 Principal Leadership influence on the instructional programme

According to Marishane et al. (2011:106-108), the influence principal instructional leadership have on the instructional programme, and thus on learners, takes place through teachers and the conditions of teaching and learning. When curriculum changes are introduced, the principals' influence is directly felt by teachers through their personality, their relationship with teachers, the quality of support and motivation they give and their ability to empower teachers through creating a collaborative work and learning environment. Yukl (2002) concurs by stating that leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and facilitating individual and collective efforts to accomplish shared objectives.

2.11.2.1 Personality

Principals have a strong influence on teachers embracing curriculum changes by the way they think, speak and act when changes to the curriculum is introduced. Marishane et al., (2011:106-108) supports this point of view by stating that principals transfer their own values, principles, beliefs, moral convictions and attitudes to curriculum matters onto their teachers hence their actions contribute to teachers accepting curriculum changes. Du Plessis (2013:88) found in his research that instructional leaders, must operate out of strong beliefs and personality, inspire and lead curriculum changes, recognise accomplishments and acknowledge failures during the change process.

2.11.2.2. Positive relationships

Principals can inspire teachers by developing and nurturing positive relationships with them, both as teams and individual staff members (Marishane et al., 2011:106-108). When teachers struggle with implementing a new curriculum policy they need sympathetic and supportive interventions hence I argue that a positive and healthy relationship creates and nurtures mutual trust and sustained support among staff.

2.11.2.3 Motivation and support

Support and motivation by school principals are an important influence on the successful implementation of curriculum changes (Marishane et al., 2011:106-108). Continuous support can be provided in three ways: proactive support (providing necessary resources for things to run well), interventional support (when things show signs of not going well) and remedial support (to suggest corrective measures when things have failed to go well) (Marishane et al., 2011:106-108). This kind of leadership support creates synergy in the activities of teachers to enable them to respond to the learner's collective need to realise their full individual potential despite their different physical and intellectual abilities. Thus, it is inferred that motivation has a ripple effect on the school; when learners can see that their teachers are motivated, they become motivated to achieve higher. It is my contention that when curriculum changes are introduced, principals are expected to motivate staff and navigate them successfully towards the successful implementation of the new curriculum.

2.11.2.4 Teacher empowerment

Principals can exercise a positive influence over teachers' effectiveness in in implementing curriculum changes by empowering them (Marishane et al., 2011:106-108). They can use their decision making authority to improve the knowledge, skills and capabilities of teachers (Behrstock & Clifford in Marishane et al. (2011:107).

The following are practical leadership ways of empowering teachers:

- Provide them with opportunities for continued professional development; to design and implement coherent, meaningful professional development programmes and ensure that teachers are given adequate time and support to put what they have learned into practice (Miller in Marishane et al., 2011:107).

- Develop a learning community of practice; encourage teachers to learn as they teach and seek to continuously sharpen and refine their understanding of curriculum changes.

- Provide the essential tools of the trade; curriculum change material resources for teachers and commit them to taking full responsibility for the outcomes.

- Give teachers decision-making autonomy over curriculum delivery, allowing them to develop their own norm of self-governance and encourage them to enforce their implementation in practice (Villegas-Reimers in Marishane et al., 2011:107). This includes giving teachers the freedom to challenge intended curriculum change policies, and refine and adapt them to their teaching-learning situation. It involves challenging teachers to change their mindset by taking risks in embracing new methodologies, strategies and approaches and assuring them of support when challenges arise around the curriculum change process.

Therefore it can be said that principals as instructional leaders must increasingly demonstrate ways of empowering their teachers to effectively implement curriculum changes. Without exercising a positive influence on teachers when curriculum changes are introduced may result in teachers resisting curriculum changes.

2.11.3 Self-development and improvement

The professional development that principals receive is considered to be a contributing and important factor in developing their skills and competency to transform schools and implement curriculum change (Stringer & Hourani, 2015:19). Principals who wish to influence teachers to develop and improve their instructional practices have to start by developing and improving their own practice. Principals should have a basic knowledge of changes in the curriculum and instructional strategies of delivering this content. Studies indicate that the principal's knowledge of the curriculum content and instruction influences teachers to make sense when implementing curriculum changes as (Coburn in Marishane et al., 2011:107). Shelton (2010:14) supports the above discussion and states that continuous high quality professional development and support strengthens a principals' capacity to improve instruction and creates a school culture of shared leadership, collaboration and high expectations for all learners. I am of the opinion that effective principal leadership development should be on-going, embedded in practice, linked to curriculum initiatives and

focused on the principals' strengths and weaknesses. It also should be linked to rigorous leadership standards.

Creating a highly effective school that provides quality education is dependent on principals receiving quality professional leadership development. I support the above discussion and agree that in order to strengthen principals' capacities to effectively facilitate curriculum changes, professional leadership development programmes should be on-going and strategically planned according to the needs of the principal and teachers.

2.11.4 Collaborative work and the learning environment

One way in which school principals can successfully influence the implementation of curriculum changes is to create a collaborative work environment in which they are personally involved. This fosters a healthy atmosphere of collegiality in which teachers communicate and share learning experiences and workload. In this atmosphere, teachers and their principals teach and learn together and from each other. Effective principals create a platform for teachers to collaborate, to plan together, to observe one another's lessons and to reflect on their practices (Aincow in Marishane et al., 2011:108). Lunenberg (2010:2) further maintains that principals play a crucial role in encouraging collaboration and creating a collective expectation among teachers regarding curriculum matters and aspects concerning learner performance.

2.12 MONITORING THE LEARNING PROGRAMME

According to Marishane et al. (2011:110-111), monitoring is an important strategy applied consistently by successful school principals and includes the efficient use of resources provided for effective teaching and learning; the use of effective teaching and learning methods and strategies; appropriate use of assessment standards and the achievement of learning outcomes in various subjects; identification of curriculum challenges experienced by teachers and barriers to the successful implementation of curriculum changes and consistent drive towards achievement of standards and meeting learners' expectations. Monitoring teaching, learning and assessment (Marishane et al., 2011:105) has benefits for both school principals and teachers, as the following examples indicate:

2.12.1 Monitoring provides a learning opportunity

Monitoring the curriculum programme helps the principal to identify with new learner-centred instructional techniques that focus on collaborative group work, approaches to assessment such as continuous assessment and the use of effective teaching methods and strategies (Marishane et al., 2011:105). This is an opportunity for principals to learn about the curriculum change needs of learners and the challenges that teachers' experience. Thus when principals monitor teaching and learning they are in a better position to identify gaps in the curriculum change programme.

2.12.2 Monitoring is developmental

When curriculum changes are introduced, principals can use the authority to design and apply their own school monitoring and evaluation systems, with appropriate tools for gathering data for analysis and provision of feedback to teachers (Marishane et al., 2011:105).

2.12.3 Monitoring is context specific

Teachers deal with issues of diversity, inclusive education, special needs of learners and a broad spectrum of barriers to learning (Marishane et al., 2011:105). They have to be accountable to stakeholders when introduced. Principals translate curriculum change policy into improved teaching and learning practices which enhances accountability for learner performance and achievement in their schools.

Successfully monitoring the instructional programme requires principals being highly skilled in the evaluation, coordination, development and implementation of curriculum changes and they are further expected to work closely with teachers in monitoring learner progress. In essence, therefore, the effective management of curriculum changes is dependent on strong instructional leadership in school principals who are able to successfully monitor the instructional programme. This is done in a coordinated manner as outlined by Marishane et al. (2011) below.

2.13 COORDINATING THE INSTRUCTIONAL PROGRAMME

According to Marishane et al. (2011:111-112) coordination in the context of the curriculum instructional programme can be defined as the principal's systematic and orderly integration of various structures, processes and outcomes in an effort to ensure the successful

implementation of curriculum changes. Coordinating the curriculum programme refers to the principal's activities that provide opportunities for staff collaboration on alignment of curriculum to standards and achievement tests. Marishane et al. (2011:111-112) divide coordination into the following activities:

Structural coherence

This involves coordinating the activities related to curriculum changes with teachers and SMT to work in a collaborative manner. This means creating platforms for teachers to work as a collective and to share curriculum change experiences and implementation strategies.

Process coherence

Process coordinating is facilitated in two ways: Firstly, by creating a link between teaching, learning and assessment activities and teaching methods into what Mascall and Rolheiser (in Marishane et al., 2011:111) call "pedagogic synergy". Secondly, it involves creating a link between teachers and their instructional practices across different grades.

Programme integration

This involves integration of structures and processes. This enables the principal and teachers to see the curriculum programme not as an isolated entity but as part of a unified curriculum consisting of learning areas and learning programmes that integrate across the curriculum.

Marishane et al. (2011:112) state that principals should grasp the nature and scope of the curriculum programme and the role of the teachers in the programme. They further argue that effective principals, in cooperation with teachers, coordinate, monitor and evaluate the instructional programme to ensure the successful implementation of curriculum changes.

In the research paper entitled 'The impact of leadership on student outcomes: Making sense of the evidence,' Robinson (2007:12-15) revealed five instructional leadership dimensions that impact on learner outcomes: Establishing goals and expectations; strategic resourcing; planning, coordinating and evaluating teaching and the curriculum; promoting and participating in teacher learning and development; and ensuring an orderly and supportive environment.

2.13.1 INSTRUCTIONAL LEADERSHIP PRACTICES

The five instructional leadership dimensions, together with brief descriptions, are listed in Table 2.3 below.

Table 2.3 Leadership practices derived from studies of effects of instructional leadership on learners: Robinson (2007:12-15)

Leadership practice	Meaning of dimension
Establishing goals and expectations	This involves getting staff involved in the process of setting, communicating and monitoring learning goals, standards and expectations.
Strategic resourcing	Involves recruiting staff that are experts in the field of aligning selected resources and allocating to teaching goals.
Planning, Coordinating and evaluating teaching and the curriculum	This involves directly supporting and evaluating teaching and learning through on-going classroom visits and providing formative and summative feedback to teachers on a constant basis.
Promoting and participating in teacher learning and development	Involves leadership practice that promotes professional development opportunities whether on a formal or informal setting.
Ensuring an orderly and supportive environment	Leadership that involves creating and establishing an orderly and supportive learning environment by reducing external pressures and interruptions that may impact on teaching time.

2.13.1.1 Establishing goals and expectations

The principal as instructional leader manages the curriculum through setting clear curriculum goals (Robinson, 2007:12-15). In a typical school environment where principals face multiple demands, having set goals establishes what is important hence focus and effort are placed accordingly. Furthermore, Heck, Marcoulides, and Lang in Robinson (2007:14) maintain that the importance of relationships in this leadership dimension is apparent from the fact that principals who give more emphasis to communicating goals and expectations, informing the community of curriculum change accomplishments and recognising academic achievement are found in higher performing schools. I agree with the above statement and further add that in high performing schools, while principals play a crucial role in articulating the goal focus in schools, goals entrenched in school and curriculum change programmes are important

foundations of success and they help focus actions with the aim of achieving purposeful results.

2.13.1.2 Strategic resourcing

According to Robinson (2007:12-15) the word 'strategic' in the description of this dimension signals that this instructional leadership dimension is about securing and allocating material and staffing resources that are aligned to curriculum purposes. The strategic resource leadership skill of principals is a crucial factor in school improvement and particularly important in schools where there is a chronic shortage of educational resources. Principals as instructional leaders secure and effectively allocate resources to support instructional priorities and enhance the delivery of quality education.

2.13.1.3 Planning, coordinating and evaluating teaching and the curriculum

Robinson (2007:12-15) adds that this leadership dimension has a strong influence on learner outcomes and it entails principals adopting four types of leadership practice:

1. Ensuring that teachers are involved in discussions related to curriculum changes;
2. Coordinating and reviewing curriculum changes requires principals working closely with teachers;
3. Through classroom observations, principals are able to provide feedback to teachers which is useful in improving curriculum delivery;
4. Principals are responsible for the systematic monitoring of learner progress which ultimately impacts on school improvement.

2.13.1.4 Promoting and participating in teacher learning and development

Robinson (2007:12-15) describes this leadership dimension as principals being involved in both promoting and participating in teacher development which has a significant impact on learner performance. The principal as instructional leader is seen both as leader and learner or both. They engage with teachers in a formal learning environment such as staff meetings or professional development as well as in an informal setting where specific teaching problems are discussed. Schools where principals actively participate in curriculum matters and professional development are reported to be high achieving schools. Friedkin and Slater (in Robinson, 2007:14) concur by stating that principals are more likely to be seen by teachers as a source of instructional advice, which suggests that they are both more accessible and more

knowledgeable about instructional matters than their counterparts in otherwise similar lower achieving schools.

2.13.1.5 Ensuring an orderly and supportive environment

Robinson (2007:12-1) explains that in this dimension the principal's instructional leadership practices are described as teachers ensuring focus on the curriculum and teaching while learners focus on learning. Principals in high-performing schools report its success through establishing a safe and supportive environment through clear and consistently enforced curriculum planning (Robinson, 2007:12-15). In my experience in schools in the last 20 years leaves me to agree with Robinson's statement above and further argue that another significant factor that contributes to a supportive environment is effectively and timeously addressing teacher conflicts related to curriculum changes.

Instructional leadership, as described by the five dimensions in Table 2.3, has an impact on the principal as instructional leader because it has a clear focus on the facilitation of curriculum changes and according to Darling-Hammond in Robinson (2007:15) these variables explain more of the within school residual variance in learner achievement than any other school variable.

This study adheres to the theoretical framework of instructional leadership. In the next section the theoretical framework that underpinned this study will be discussed.

2.14 THEORETICAL FRAMEWORK

Anfara and Mertz (2006:27) defines a theoretical perspective as any empirical or quasi-empirical theory of social and/or psychological processes that can be applied to the understanding of phenomena. Bush and Hughes (2003:234) assert that models/theories are most useful in understanding and gaining insight into events and situations thus having a practical value. The proposed study will examine and make use of Hallinger and Murphy's Model (1985), Murphy's Model (1990), Weber's (1996) Model of instructional leadership, McEwan's (2003) Seven Steps to Instructional Leadership, Giddens Structuration Theory (1984) and Lewin's (1952) Three-Phase Process of Change to guide and contextualise the study; and form a theoretical framework for the research. Individually, these theories and

models are partial and may not generate the full insight into role of the principal as instructional leader in the facilitation of curriculum changes. Taken, however as a combination they create considerable explanatory power in the understanding of instructional leadership and the principal's role in facilitating curriculum changes. My attempt to examine instructional leadership through the lens of Hallinger and Murphy's Model (1985), Murphy's Model (1990), and Weber's (1996) Model of instructional leadership might assist further researchers and policymakers appreciate the contextual complexities of the instructional leadership phenomena. In my opinion, all three instructional leadership models, McEwan's Seven Steps to Instructional Leadership (2003), Giddens Structuration Theory (1984) and Lewin's (1952) Three-Phase Process of Change will prove useful as they indicate the crucial role that principals play as instructional leaders in defining and communicating goals, monitoring and providing feedback on the teaching and learning process, managing curriculum change and promoting and emphasising the importance of professional development.

2.14.1 MODELS OF INSTRUCTIONAL LEADERSHIP

Since the early 1980s several conceptualisations of instructional leadership have emerged that led to the postulation of several models of instructional leadership by researchers (Crankshaw, 2011; Hallinger, 2009). Among these models are Hallinger and Murphy's Model (1985), Murphy's model (1990) and Weber's Model of instructional leadership (1996).

2.14.1.1 Hallinger and Murphy's model

Hallinger and Murphy (1985) proposed a model used to define and measure the instructional leadership role of the principal and this model became popularly known as the PIMRS framework (Hallinger, 1982). Hallinger (2011a) reasserted the usefulness of the PIMRS (Hallinger, 1982) measurement tool arguing that it has been used in several different countries and completed studies (Hallinger, 2011a). Hence, I have opted to use this model in my research.

Hallinger and Murphy (1985) identified: Defining the school's mission; managing the instructional programme; and promoting a positive school learning climate as three dimensions in the PIMRS model in which the instructional leadership role of the principal is

defined. Each dimension was further outlined to portray 10 instructional leadership functions (Figure 2.1). Framing and communicating the school's goals which comprised the dimension, defining the school's mission are concerned with the principal ensuring that the school's mission is focused on learner progress. The principal ensures that the school's mission exists and is widely communicated amongst its stakeholders.

Managing the instructional programme is the dimension that focuses on the role of the principal in managing the core functions of the school namely: supervising and evaluating instruction, coordinating the curriculum and monitoring learner progress. Coordinating the academic programme of the school is considered to be a key leadership responsibility of the principal. However, Hallinger (2003); Leithwood and Jantzi (2006) postulate that promoting a positive learning climate is closely linked with facets of transformational leadership frameworks. Principals are responsible for preserving instructional time; providing professional development opportunities; being visible and motivating teachers and learners through which they create an academic culture that fosters continuous improvements. According to Hallinger and Murphy (1985:223), principals can influence learner and teacher attitudes through the creation of a reward structure, explicit standards embodying what the school expects from learners' careful use of school time, and through the selection and implementation of high-quality staff development programmes. It is unclear, however, whether principals do in fact understand their instructional leadership role or practise as instructional leaders especially when faced with curriculum changes. The figure below outlines the PIMRS framework, which outlines each of the components.
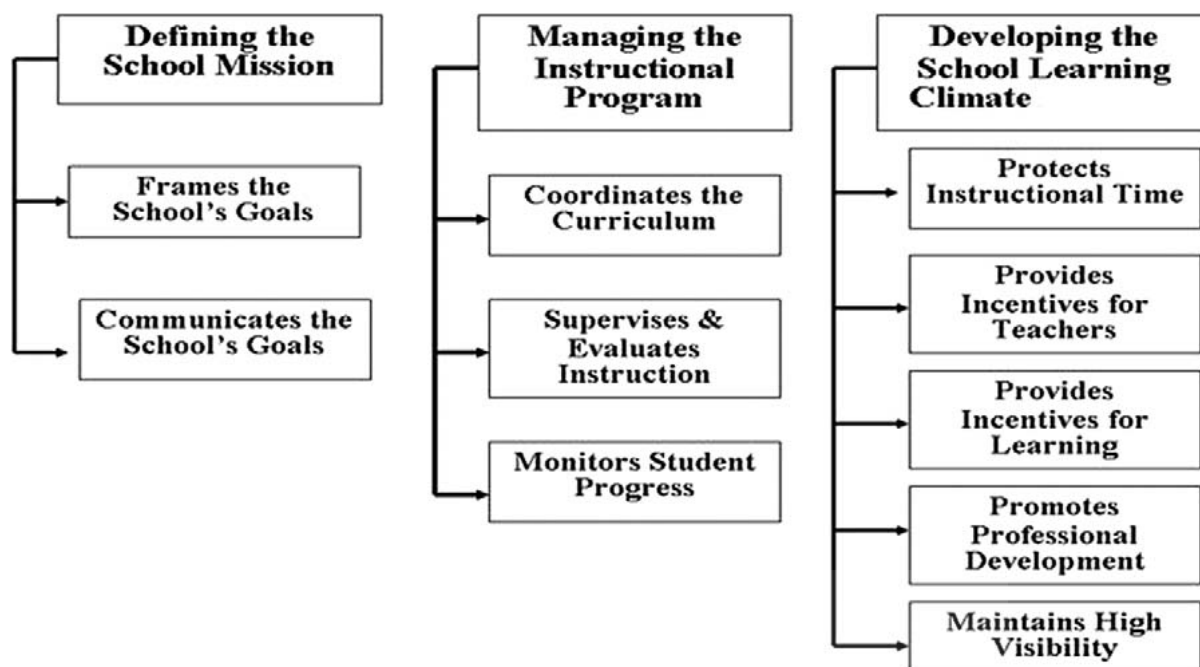
Figure 2.8 PIMRS conceptual framework (Hallinger & Murphy, 1985).

By adopting the abovementioned model, instructional leadership is likely to be more effective when the principals develop the components as outlined in figure 2.8 above continuously with purpose and practice. The principals need to imply values and practices that define the school mission, manage the instructional programme and develop the school climate to ensure effective teaching and learning at school (Hallinger, 2009:227).

2.14.1.2 Murphy's Model of instructional leadership

Murphy (1990) went on to refine the model from four major sources: effective schools, school improvement, staff development, and organisational change. Arising from this review, the instructional leadership framework was broken down into sixteen different roles. While defining a school mission and establishing the school's goals are seen as fundamental features of instructional leadership, managing the instructional programme was expanded to incorporate the principal's role of providing quality instruction and monitoring the progress of learners. Promoting a positive school climate was further expanded to include an academic and supportive environment for teaching and learning, Murphy (1990).

Developing a supportive work environment which forms the final dimension of Murphy's (1990) framework, represents how principals as instructional leaders are able to establish organisational structures and support the processes that promote effective teaching and learning. Principals that epitomises this dimension create a safe and orderly learning environment, provides meaningful learning opportunities, develops a collaborative and

cohesive work environment, secures and allocates resources, and forges healthy relationships with all its stakeholders. Table 2.4 below outlines the different elements of Murphy's model.

Table 2.4 Elements of Murphy's (1990) Model of instructional Leadership

Developing the school's mission and goals	Managing the educational functions	Promoting a learning climate	Developing a supportive work environment
➢ Framing school goals ➢ Communicating school goals	➢ Providing quality instruction ➢ Supervising and evaluating instruction ➢ Allocating and preserving instructional time ➢ Coordinating the curriculum ➢ Monitoring learner progress	➢ Establishing positive expectations and standards ➢ Being highly visible ➢ Providing incentives for teachers and learners ➢ Providing professional development	➢ Creating a safe and orderly learning environment ➢ Providing meaningful learning opportunities. ➢ Developing a collaborative and cohesive work environment ➢ Securing and allocating resources ➢ Forging relationships with all its stakeholders

As mentioned in Murphy's Model (1990), by principals continuously developing the four dimensions and purposely incorporating them in practice, they are more likely as instructional leaders to be effective in managing curriculum changes.

2.14.1.3 Weber's Model

Weber's Model (1996) is an extension of Murphy's model, and exemplifies the importance for instructional leadership in schools and concludes that such a leader was imperative for school improvement and overall school success. He concluded from his review of the research that the leaderless-team approach to a school's instructional programme has powerful appeal, but a large group of professionals still needs a single point of contact and an active advocate for teaching and learning (Weber, 1996:254).

Weber (1996) identified five essential domains of instructional leadership (Table 2.5): defining the school's mission, managing curriculum and instruction, promoting a positive learning climate, observing and improving instruction, and assessing the instructional programme.

Table 2.5 Elements of Weber's (1996) Model of Instructional Leadership

Defining the school's mission	Managing curriculum and instruction	Promoting a positive learning climate	Observing and improving instruction	Assessing the instructional programmmes
The instructional leader in collaboration with relevant stakeholders develops a mission for the school.	The instructional leader monitors that classroom practice is aligned with the school's mission and provides and allocates resources. The instructional leader promotes and supports best instructional leadership practices, and models as well as uses data to drive instruction.	The instructional leader promotes a positive learning climate by communicating goals, establishing expectations, and a safe and orderly learning environment.	The instructional leader observes and improves instruction by developing professional development opportunities and providing feedback to teachers on classroom observations.	The instructional leader plans, designs, and analyses assessments that determines the success of curriculum implementation.

Weber (1996) described defining the school's mission as a dynamic process of cooperation and reflective thinking to create a mission that is clear and honest. Formulating a mission of the school requires the inclusion of the broader stakeholders so that their distinctive values and beliefs are entrenched in a common vision. During this process of formulating the mission the principal as instructional leader creates opportunities that allow the stakeholders

74

to discuss curriculum values and establish expectations for the school. Stronge (2013) asserts that in motivating teachers to effectively implement curriculum changes, principals must involve teachers in developing school goals and become part of a shared vision. I would have to agree with Stronge (2013) and assert that effective schools exist within a climate that has a clearly defined school vision and mission. Weber (1996) concedes that an effective or successful school depends on the consistency that lies with managing curriculum changes and the mission of the school. It is my contention that principals as instructional leader support their teachers, allocates resources and helps them identify and use best instructional practices to achieve school curriculum goals and overall academic success. Weber (1996:263) stresses the importance of promoting a positive learning climate; stating that of all the important factors that appear to affect learners' learning, perhaps having the greatest influence is the set of beliefs, values, and attitudes that principals and teachers hold about learning and curriculum.

According to Weber (1996), principals promote a positive learning climate by communicating curriculum instructional goals, establishing high expectations for performance, establishing an orderly learning environment with clear discipline expectations, and working to increase teacher commitment to the school. Kruger (2003) adds that a school environment that promotes effective learning and teaching should be characterised by establishing curriculum goals, ensuring effective communication, decentralising decision-making powers, effectively allocating and utilising resources, and establishing and maintaining sound collegial relationships. Weber (1996) proposed that observations allow for professional interactions and principals enhance this experience by placing emphasis on curriculum management as the foundation for academic success.

Weber's final domain of instructional leadership, assessing the instructional programme, is crucial in identifying areas in the programme that require development and improvement (Weber, 1996). The principal as instructional leader plans, designs, and analyses assessments that determines the success of curriculum implementation. This continuous evaluation and refinement of the instructional programme ensures consistency in school improvement efforts.

All three models (Hallinger & Murphy, 1985; Murphy, 1990; Weber, 1996) of instructional leadership emphasised the importance of principals as instructional leaders defining and

communicating goals, monitoring and providing feedback on the teaching and learning process, and promoting and emphasising the management of the curriculum. Furthermore, all three instructional leadership models demonstrate the complexity of principal leadership and can be held as models for emulation by school principals for its part in monitoring, mentoring, and shaping school improvement initiatives and curriculum changes.

2.14.2 SEVEN STEPS TO INSTRUCTIONAL LEADERSHIP

McEwan (2003:15) indicates that there are seven steps to effective instructional leadership. In my research I aim to explore in what ways principals exhibit these seven steps of effective instructional leadership. Furthermore, I hope that the seven steps to instructional leadership will provide an evolving body of knowledge to better understand the instructional leadership practices in schools. The following discussions explains these steps and highlights its implication on the facilitation of curriculum changes and ultimately on the provision of quality education.

2.14.2.1 Establish, implement, and achieve academic standards

According to McEwan (2003:19-21), the principal as instructional leader aims to achieve high academic standards by determining the teaching and learning processes and establishing whether the instructional goals have been reached. McEwan further maintains that instructional leadership provide teachers with a "road map" for learning that guides their selection of curriculum resources, dictate the type of instructional practice used, and suggest assessment techniques needed to determine progress of learners in achieving set performance targets.

McEwan (2003:23) identifies two ways that principals as instructional leaders carry out their tasks effectively: Firstly they put teams of teachers together to provide time for them to solve grade level or departmental achievement problems and secondly, the principal set school-wide as well as grade-level team or departmental goals. In doing so, this will ensure that all stakeholders are involved in the instructional programme. According to McEwan (2003:23), principals focus on data, are results driven and continuously monitor progress in order to ensure that effective teaching and learning takes place. Schmoker (in McEwan 2003:25) adds that an emphasis on results is central to school improvement and instructional leaders must be

experts in analysing results. Furthermore, principals must use a variety of data sources to determine the success of learner achievement.

2.14.2.2 Be an instructional resource for your staff

According to McEwan (2003: 23), instructional leaders should "function as unique amalgams or ombudspersons, reference librarian and genies-in-a-bottle who are constantly helping faculty to find the solutions they need to solve frustrating and difficult instructional problems". For principals to effectively guide the process of change, Murphy and Louis (in Datnow, Hubbard & Mehan, 2002: 64) propose that they should be able to establish and maintain a trustworthy school environment. Gupton (2003, 33-34) add that principals as instructional leaders should be skilled and resourceful in finding ways in handling demanding situations and that they are visibly supportive and persevere despite making mistakes. Furthermore, principals as instructional leaders regularly brainstorm with teachers and source ideas around curriculum and trends in education. Principals as instructional leaders further reflect on their own teaching which empowers them to seek personal development. McEwan (2003) goes on to add that effective instructional leaders focus on collaboration, collegiality, cooperation, and creative problem solving.

Bamburg and Andrews (1991:178) advocate that instructional leaders demonstrate set behaviours of strategic interactions that are grouped as follows:

1. Instructional leaders are resource providers that a) marshal personnel and resources to achieve a school's mission and goals and b) is knowledgeable about instruction and curriculum.

2. An instructional leader a) sets standards for continual professional development, and b) engages in a variety of instructional strategies.

3. An instructional leader visits classrooms on a regular basis, attends departmental meetings, is involved in assessment matters, designs instructional programmes and promotes professional development.

Drawing upon literature of principals as instructional leaders, it is clear that principals are important sources of information in matters related to teaching and learning and they have a broad knowledge of the pertinent issues and matters related to curriculum and pedagogical strategies.

2.14.2.3 Create a school culture and climate conducive to learning

Mestry and Grobler (2004:2), argue that school principals have a multifaceted and enormous task of establishing an environment that could lead to effective schooling. Principals as effective instructional leaders create a learning environment that provides learning opportunities for all learners to excel and reinforce high expectations that ensure an academically driven curriculum. McEwan (2003: 53) describes climate as "something that has to do with the way people feel about culture". While creating a strong learning culture and climate can be a challenging task, McEwan (2003:58) contends that principals must explore and document the school's history, know what values have evolved from the common experiences previously shared by staff, parents and learners, review rituals as these living and meaningful rituals convey cultural values and beliefs and use ceremonies as a symbolism to create another story for the school's rich history and tradition. Makombe and Madziyire (2002: 85) further maintain that there is a need for principals as instructional leaders to establish and maintain a healthy school climate in which effective teaching and learning takes place. Clearly, for principals to succeed as effective instructional leaders in facilitating curriculum changes, they need to create a school culture and climate conducive to effective teaching and learning which ultimately leads to the achievement of high academic standards.

2.14.2.4 Communicate the vision and mission of the school

Drawing upon relevant school improvement literature, building a vision and mission of a school is a crucial factor in managing school reform and is one of the core responsibilities for a principal as instructional leader (Day, 2000; Marzano, 2005; Day). Van Niekerk and Van Niekerk (2009: 5) maintain that establishing and maintaining a positive school environment requires the formulation of a mission and vision that targets central ideas and values of the school. Although schools vary in the details outlining their vision and mission, Coetzee, Van Niekerk and Wydeman (2008: 52) assert that the school's vision relates to the core functions of the school, which ultimately determines effective teaching and learning. McEwan (2003:67) defines vision as a driving force reflecting instructional leader's image of the future, based on their values, beliefs and experiences while on the other hand mission is defined as the direction that emerges from the vision and guide the day-to-day behaviour of the organisation.

McEwan (2003:69) highlights several essential factors for communicating the school's vision to the staff, namely:

- Open door policy: Effective instructional leaders establish and maintain an open- door policy in which open communication, feedback and discussion is encouraged.

- Arrive first, leave last: Effective instructional leaders are always available in the day to meet with staff who wishes to share their concerns, happenings or events encountered during the school day, or brainstorm solutions to problems. According to Ndou (2008), successfully implementing a new curriculum depends on principals availing themselves to staff that make require support and assistance in managing certain curriculum matters.

- Dialogue, Dialogue, Dialogue: Principals as instructional leaders engage in discussions with teachers. They discuss matters related to the curriculum, teaching, learning and strategic ways to determine the vision and mission of the school.

- School events: Principals as an instructional leaders attend school events which allows them the opportunity to get to interact with staff outside the school organisational structure and in a different setting and atmosphere.

- Visible presence in the building: By principals being visible and attending all school events, teachers and learners are more aware of the manner in which they conduct themselves. Principals exploit all opportunities to communicate academic goals; they set a positive example and encourage interactions.

- Staff meetings: Principals as effective instructional leaders engaging staff in meetings that encourage discussions, sharing of information and detailing of curriculum programmes and processes.

- Survey, force field analysis: Effective instructional leadership are constantly checking that teachers understand the curriculum and are focused on the school's goals. When formulating a goal or mission for the school, principals as instructional leaders seek the input of staff in ensuring that the school's goals are reached. Many effective instructional leaders use a formal survey to get a detailed report at how the school is functioning.

- Set high expectations for staff and yourself: Heifetz (in McEwan, 2003:83) asserts that principals as effective instructional leaders have to engage staff in facing the challenge, adjusting their values and developing new habits of behaviour when curriculum changes are introduced. According to McEwan (2003:83) principals as

instructional leaders must establish a standard of excellence in teaching, define benchmarks of instructional effectiveness, and then do everything imaginable to help teachers meet that standard and reach those benchmarks.

McEwan (2003:99) further specifies six indicators that enhance high expectations for staff and oneself: Providing opportunities for personal and professional development; engaging in informal and formal classroom visits; being involved in planning of classroom visits; providing thorough and insightful feedback to staff and making recommendations for personal and professional development; engaging in direct classroom teaching; and holding high expectations for the delivery of instructional practice, regularly solicit feedback from teachers related to instructional leadership, and using feedback to establish instructional goals.

2.14.2.5 Developing teacher leaders

McEwan (2003:101) asserts that principals as effective instructional leaders cannot overlook or discount the importance of mentoring teacher leaders. He defines teacher leaders as an individual who exhibits leadership skills in mentoring and coaching teachers; collaborating with all staff members(regardless of personal affiliation or preference); learning and growing with a view to bringing new ideas to the classroom and school; polishing, writing and presentation skills to share knowledge with others; engaging in creative problem solving, decision making with increased learning as a goal; willingness to take risks in front of peers, and willingness to share information, ideas, opinions and evaluate judgements with the instructional leader with complete confidence. Robbins and Alvy (2003: 180) posit that developing and promoting professional development opportunities for principals and teachers helps develop their professional skills and knowledge which ultimately benefits the learner. Van Niekerk and Van Niekerk (2009: 8) add that principals as good instructional leaders take their time to understand their teachers, recognise their needs, acknowledge their contributions and encourage them to reach their potential. Clearly, principals as effective instructional leaders create a favourable environment that supports collaboration, professional development and teacher empowerment.

2.14.2.6 Set high expectation for staff

Setting expectations is one of the basic fundamentals of effective leadership. Dealing with teachers when curriculum changes are introduced requires the principal setting high

expectations in order to support them in the curriculum implementation process (Gupton, 2003). If principals are to be effective instructional leaders in facilitating curriculum changes they have no choice to accept the challenge of dealing with teachers who show resistance to curriculum changes. Porter, Murphy, Goldring, Elliott, Polikoff (2008) maintain that principals as effective instructional leaders commit to achieving high academic standards and overall learner success.

It is my opinion that high expectations are a result of the school management team working together in creating a learning community that is committed to the successful implementation of curriculum changes. According to McEwan (2003:93-99) there are a number of indicators that enhance high expectations from the teachers: (i) Assist teachers in setting and reaching professional and personal goals related to the improvement of instruction, learner achievement and professional development, (ii) Make regular classroom observations in all classrooms both informally and formally, (iii) Engage in planning of classroom observations, (iv) Engage in post-observation conferences that focus on the improvement of instruction, (v) Provide thorough defensible and insightful evaluations, making recommendations for personal and professional growth goals according to individual needs, (vi) Engage in direct teaching in the classroom, and hold high expectations for personal instructional leadership behaviour, regularly solicit feedback (both formal and informal) from teachers regarding instructional leadership abilities, and use such feedback to set curriculum goals.

Clearly noted, principals as effective instructional leaders continually set high expectations for staff with the intention to improve learning through enhancing teacher performance.

2.14.2.7 Establish and maintain positive relations with learners, staff and parents

Fostering and maintaining positive relationships with learners, staff and parents is an important instructional leadership skill (McEwan, 2003:118). Andrews and Anfara (2003: 328) posit that relations are vitally important for the well-being of every person in the school community that consists of students, teachers, parents and community members. Furthermore, effective instructional leaders work to change equitable policies and practices in areas of discipline, grading, and grouping; they volunteer in a variety of community activities; they develop close personal relationships with learners and their doors are always open to troubled learners.

In addition to this, McEwan (2003:124-132) maintains that establishing and maintaining positive relationships with parents, teachers and learners requires for effective instructional leaders to: serve as an advocate for learners; encourage open communication among staff members and maintains respect for differences of opinion; demonstrate concern and openness in the consideration of teacher, parent, and learner problems and participate in the resolution of such problems where appropriate; model appropriate human relations skills; develop and maintain high morals; systematically collect and respond to staff, learner and parent concerns; and acknowledge appropriately, the meaningful accomplishments of others. Furthermore, according to the results of the study conducted by Bas (2012:5) on the Correlation between School Principals' Instructional Leadership Behaviours and Teachers' Organisational Trust Perceptions, instructional leadership of school principals and building and maintaining the trust of teachers are related with each other and significantly impacts on the management of curriculum matters.

The curriculum knowledge and broad experience of principals on instructional leadership is significant because of the general understanding that the quality of leadership has a positive impact on school outcomes (Bush, 2007: 391). Hence, I draw on McEwan's seven steps to instructional leadership model (McEwan, 2003) in order to better theorise the role of principals as instructional leadership in facilitating curriculum changes.

2.15 IMPORTANCE OF EFFECTIVE ORGANISATIONAL STRUCTURES FOR INSTRUCTIONAL LEADERSHIP

Like many other organisations, schools need structure. Horng and Loeb (2010) contend that principals as effective instructional leaders pay sufficient attention to developing the organisational structures in their schools in order to ensure improved instruction. In schools, the structure refers to how principals, SMT member and teachers organise themselves and build on their relationships around the curriculum and instructional strategies. In South Africa, reform initiatives such as the South African School's Act (SASA) (South Africa, 1996), has called for a reassessment of the organisational structure within a school (Joubert & Bray, 2007). Thus, a school's organisational structure cannot stay the same if there are continual changes in reform strategies. I argue that restructuring requires fundamentally changing the old way of how schools organised themselves and how they operated; and it involves rethinking and realigning the school's vision and mission.

Mullins (in Joubert and Bray, 2007:72), define an organisational structure as a planned co-ordination of the activities of a number of people for the achievement of a common goal or purpose. He further argues that for schools to operate efficiently in providing a high quality learning environment formal organisational structure must exist. To ensure that principals effectively facilitate curriculum changes it is imperative for schools to organise themselves appropriately. To understand this task, Mullins (2005) identifies four concepts that need to be understood: Authority, responsibility, accountability and delegation.

Authority

Authority refers to the power assigned to a person based on their role or position in an organisation, to achieve the organisational goals or objectives (Joubert & Bray, 2007). In a school the principal has the authority or power delegated from the director-general of the provincial department of education to make organisational decisions and giving orders and instructions to subordinates with the intent of providing quality teaching and learning.

Responsibility

Bisschoff & Mestry (2007:50) maintain that responsibility is the duty that rests upon a person to carry out their appointed task to the best of their ability. When curriculum changes are introduced, principals and SMT members have the responsibility in ensuring that the curriculum changes are effectively implemented.

Accountability

The person accepting responsibility is accountable for firstly undertaking certain actions and the secondly to provide an account for those actions (Mullins, 2005). For example, the principal has a responsibility to facilitate curriculum changes and the responsibility to provide an account of learner's performance and be answerable to parents and the Department of Education.

Delegation

In schools, delegation occurs when the principal and /or the SMT assign certain curriculum management tasks and responsibilities to persons on lower levels who must report to the principal and SMT on these tasks (Mullins, 2005). Effective delegation is an essential skill set for school leaders. To effectively manage a school with tasks ranging from managing the curriculum, dealing with discipline, monitoring teaching and learning, dealing with

operational matters and monitoring assessment principals are forced to effectively delegate responsibilities to avoid being over-burdened and to avoid the risk of not fulfilling their responsibilities as the school leader.

Thus, principals and SMT members must have a clear understanding of their authority, responsibility, accountability and delegation in order to organise themselves appropriately in the facilitation of curriculum changes at school level. Having an understanding of the concepts of authority, accountability, delegation and responsibility are what drives effective organisational structures in which principals and SMT members work collaboratively in achieving the school's academic goals.

From the above discussion, it is clear that establishing effective structures for collaboration will assist principals in effectively disseminating curriculum management tasks and decisions with SMT members. Holy and Southworth (in Motaung, 2000:10) state that the principal cannot single-handedly facilitate curriculum changes nor do they have sufficient time and resources to be free of other tasks. I am convinced that the co-ordination of activities in ensuring that principals and SMT members perform their curriculum tasks depends on appropriate and effective organisational structures. Furthermore, effective organisational structures for the effective facilitation of curriculum changes will ensure that everyone is informed about curriculum expectations and other curriculum related activities.

2.15.1 Structural models

According to Bush (2004:45), structure refers to the formal pattern of relationships between people in organisations. It expresses the ways in which individuals relate to each other in order to achieve organisational objectives. Bush (2004:38) states that organisational problems typically originate from inappropriate structures and restructuring or rethinking new ideas or systems will assist in finding resolutions.

Evetts (in Bush, 2004:84) stresses the hierarchical nature of school structures and place emphasis on the authority of the principal. Thus, schools that have a hierarchical structure are able to facilitate delegation and decision-making. The principal and SMT, in their collaborative efforts, are able to direct the facilitation of curriculum changes with disagreement or opposition. Furthermore, curriculum change information is easily distributed

and opportunities are created for teachers to give their inputs; which ultimately leads to the effective implementation of the curriculum.

In order to strengthen my understanding of how the organisational structure in schools impact on the effective facilitation of curriculum changes by principals and SMTs, I will now examine Giddens' structuration theory.

2.15. 2 Giddens' Structuration Theory

Giddens' structuration theory is used to analyse the collaborative relationship between the principal and SMT in schools in a focused, informative and integrative way. It further examines whether it is individuals or social forces that shape our social reality. According to Clark, Modgil and Modgil (1990:34), Giddens lay the foundation of structuration theory at the intersection between theories of action and collectivities. He argues that all basic concepts in social theory should acknowledge that social action and collectivities consist in, and are generated by, on-going forms of social praxis. In this regard, Giddens defines structures as having rules and resources that involve human action. Giddens, notes in his article 'Functionalism' (1976: 346), that to examine the structuration of a social system is to examine the modes whereby that system, through the application of resources are produced or reproduced in social interaction. This process or system of producing structures, is called structuration. Giddens (1976:350) further defines structuration as "the structuring of relations across time and space, in virtue of duality of structure."

Thus, Giddens' theory of structuration is regarded as a theory of social interaction, which claims the notion that society should be understood in terms of structure. The structuration theory therefore, presents a framework that helps to explore how principals and SMTs produce effective collaborative structures that enable them to facilitate curriculum changes. Furthermore, Giddens' structuration theory can be used to explore and understand how principals manage the curriculum facilitation process through their collaborative relationship with SMT across time and space.

2.15.2.1 Types of structure

Giddens identifies three kinds of structures in a social system: signification, legitimation and domination. According to Olson and Yahia (2006:4) Gidden's first type of structure is signification which produces meaning through an organised web of language (semantic

85

codes, interpretive schemes and discursive practices. The second dimension of his stratification model, legitimation, produces a moral order via the naturalisation of social norms, values and standards. Here, it implies that when principals and SMTs interact with each other, they exhibit consciously, subconsciously, or unconsciously meanings to how they behave thus shaping the social norms. According to Olson and Yahia (2006:4), the final element, domination, focuses on the production and exercise of power originating from the control of resources. Taking a step forward from this, the role of principals as instructional leaders in managing change will now be discussed.

2.16 THE ROLE OF PRINCIPALS AS INSTRUCTIONAL LEADERS IN MANAGING CHANGE

Hallinger (2003:331) asserts that the concept of principal instructional leadership emerged from studies that examined change implementation, school effectiveness and school improvement. He further adds that research findings in each of these domains consistently found that principals' exercising effective instructional leadership is a contributing factor to managing curriculum change and fostering school improvement and school effectiveness.

Hallinger and Heck (2010:10) state that in leading schools, principals need to be prepared and open to change and constantly adapt their strategies to cope with changing environmental conditions. In relation to this, Harris (2010:203) supports this statement and adds that it is crucial for principals as instructional leaders to have sound knowledge on the management of change. However, Harris (2010:20) contends that employing a relevant model to bring about change is important in managing certain aspects of change such as resistance to change.

When principals engage in the facilitating curriculum changes they are essentially dealing with change. Carl (2002:76) convincingly argues that the process that involves the implementation of a new curriculum is about renewal and change. As such, in order to successfully facilitate the implementation of curriculum changes in a meaningful manner, the principal's role as instructional leader once again comes to the fore. Van Der Westhuizen (2003:198) asserts that principals as instructional leaders are expected to initiate, facilitate and implement curriculum change. Many authors (Blasé & Blasé, 2000, Hallinger & Heck, Jazzar & Alogozzine, 2006) highlighted the positive influence principals exert on effective instructional programmes through curriculum change planning. Hence, it becomes necessary

for school principals to plan in advance and take the necessary steps to achieve curriculum change objectives.

These expectations from principals place enormous pressure on them to manage the process of change and to accept the added responsibilities such as understanding the purpose of the proposed change, determining the procedures and methods for implementing change, scrutinising the relevant literature related to the proposed change and being in contact with principals who are successful in managing change. Marishane et al. (2011:3) distinguishes between change and leadership in the following two ways: In the first place, educational reform is about change, and change in education is about improvement. If change is about sustainable improvement, effective leadership is required to lead change. In the second place, leadership needs change in order to bring about improvements. Thus, decentralising policies have led to changes in the operation of schools and have provided principals with incentives to improve their instructional thinking, behaviour and approaches in bringing about academic success.

With the emergence of numerous policy changes in South Africa since 1994, the debate around effective leadership and the provision of quality education has never been so intensive. Harris, Day, Hopkins, Hargreaves and Chapman (2005:11) note that the current focus on leadership stems from the need to cope with discontinuous and accelerating change. Questions are raised from various platforms about how schools should be better organised, how teachers can be professionally developed and how learner achievement and learning outcomes can be optimised (Marishane et al., 2011:3).

To be able to manage change, principals must consider all stakeholders views, obtain consensus on the objectives for change, ensure careful implementation of change, expect resistance to change and maintain mutual trust Maile, 2002:331). This, according to Maile (2002:331) enables principals to choose the best strategy for implementing change.

Changes generally occur with the intention of improving existing practices and systems and the expectation therefore is that such changes should be effectively managed. Because most school principals routinely face multiple challenges in facilitating curriculum changes and also feel they lack skills to manage change, Kurt Lewin's (in Nieuwenhuis and Mokoena, 2001:101) three-phase process of change management for school principals needs to be explored to help them improve their efficiency. I will now look at Kurt Lewin's Three- Phase

Change Model which forms part of the theoretical framework underpinning this study. According to Kurt Lewin (1952), principals must motivate staff before implementing the change. The three-phase process of change is as follows:

2.16.1 Unfreezing

In this phase of change it is understood in theory that individual actions is built on prior learning and cultural influences. Davis and Newstrom (in Van der Westhuizen, 2003:190) see unfreezing as the replacement of old ideas and practices by new ones within a school. Similarly, Lewin (in Nieuwenhuis & Mokoena, 2001:101) asserts that the educational manager must first ensure that existing and old practices of management are reviewed and tossed aside if they are no longer applicable to democratic values. This is the unfreezing stage which Rubin (in Nieuwenhuis, 2001:101) says requires some form of confrontation or re-education of those who are involved in order to move on. According to Van der Westhuizen (2003:190), unfreezing is necessary in schools that experience problems or challenges in achieving their academic objectives related to the proposed change.

In the context of curriculum changes in the education system, there is a relevant need to look at the way in which principals are prepared for these changes by leaving behind past curriculum ideas and practices and focusing on new ones.

2.16.2 Movement

This next stage is referred to as movement which according Nieuwenhuis and Mokoena (2001:101), involves "acting on the results of unfreezing." In this stage, new behaviours, values and attitudes are established through creating changes in organisational structures and processes. Van Der Westhuizen (2003:190) concurs that moving involves the development of new norms, values, attitudes and behaviours through identification of changes in the structure. In the context of curriculum changes, this stage is significant in that principals need to have a comprehensive view of the new curriculum to clearly identify gaps found between the present curriculum and that of the proposed curriculum.

2.16.3 Refreezing

The final stage becomes the refreezing stage which according to Nieuwenhuis and Mokoena (2001:101), seeks to stabilise the organisation at a new state of equilibrium in order to ensure

that new ways of working are relatively safe for regression. Van der Westhuizen (2003:190) adds that in this stage what was achieved during the steps of unfreezing and movement is practiced.

If the unfreezing and moving stages have been properly managed, the refreezing stage requires minimal coaching through the use of supporting structures that include organisational culture or climate, norms, policies, and practices. It can be seen in Figure 2.9 below how Lewin's model can be used by principals as a guide when managing curriculum changes.

UNFREEZE	To change existing attitudes and maintain behaviour in its present form and recognising the need for change	1. Initial identification 2. Preparing the ground and communication 3. Obtaining data
	Developing new attitudes or behaviour and implementing change	4. Obtaining data 5. Problem diagnosis 6. Action planning 7. Implementation 8. Follow-up and stabilisation 9. Assessment of consequences
RE-FREEZE	Consolidating the change at a new level and reinforcement through supporting mechanisms/policies/ structure and organisational norms.	10. On-going monitoring 11. Learning from process

Figure 2.9 Lewin's framework for change (1952).

Lewin's Three- Phase Model of Change (1992) provides an outline that will assist principals visualise, plan and manage curriculum changes. By adopting these three distinct stages of change, principals as instructional leaders can effectively plan the process of implementing change such in the case of curriculum changes. Principals' first builds on the motivation to change by focussing on its purpose and value (unfreeze). They then move through the change

89

process by promoting effective channels of communication and equipping teachers with the skills and knowledge to confidently embrace and accept the new ways of thinking and working (change). The process ends when principals create a stable school environment (refreeze), which is necessary for embarking on future change initiatives. This three-phase model illustrates that principals play a significant role in terms of managing and supporting curriculum change in their schools and it supports the notion that the instructional leadership role of the principal cannot be ignored. Furthermore, what is useful for this study on principals' instructional leadership, is Lewin's (1951) identification that individuals and organisations are in semi-fluid states of quasi-equilibrium, and that groups are not static - they are in a continual process of adaptation. Thus these steps for change can be explicitly seen and used. This insight is relevant in school settings in South Africa as principals as instructional leaders face changing conditions, mounting pressure, and increased accountability associated with curriculum changes.

2.17 SUMMARY

This chapter was concerned with a literature study on the principal as instructional leader in the facilitation of curriculum changes. Sound foundations and theoretical framework for the attributes, roles, functions and effectiveness of the instructional leadership role of the principal in the facilitation of curriculum changes were detailed. A key aspect that has emerged quite strongly from the literature review is the indisputable importance of the principal as instructional leader in the facilitation of curriculum changes and ultimately on the provision of quality education. The literature reviewed further signifies and illuminates the strong connection between principals' instructional leadership and curriculum change management. For instance, Harris and Muijs (2003); Leithwood and Jantzi (2006); Bush and Glover (2003) argue that principals that are effective instructional leaders are more successful in making decisions regarding curriculum and instruction than principals that do not practice sound instructional leadership skills. Indeed the pursuit of a better quality of education provision has been highlighted as we have moved forward in the curriculum reform journey. This has undoubtedly led to an increased pressure on school principals to effectively facilitate curriculum changes and account for the outcomes of their learner's performance. In driving the curriculum reform agenda forward, the focus is on the instructional leadership role of the

principal and the onus on them to ensure that their schools provide quality education that will lead to quality learner outcomes. Such demands have far-reaching implications for school principals.

This chapter provided an overview on instructional leadership with specific reference to the instructional role of the principal in the facilitation of curriculum changes. Various concepts related to instructional leadership were discussed. The provision of quality education depends on the effective instructional leadership role of the principal in the facilitation of curriculum changes. Thus various aspects of instructional leadership as well as important aspects in managing change were discussed. Hallinger and Murphy's Model (1985), Murphy's model (1990), Weber's (1996) Model of instructional leadership, Bercher and Kogan (1992) in Bush, (2004:39) structural model, Giddens Structuration Theory (1984) and Lewin's Three-Phase Process of Change (1992) are the most critical models/theories of effective instructional leadership and stood out as an appropriate and illuminating guide to this study. These models/theories confirm continuing interest in the principal practicing instructional leadership and provide a detailed and growing knowledge base upon which principals can use to understand and develop their role as instructional leaders in facilitating curriculum changes.

Furthermore, through the instructional leadership models discussed above, my thinking around effective instructional leadership and the importance of the principal's role as instructional leader in the facilitation of curriculum changes was shaped. The work of McEwan's (2003) Seven Steps to Instructional Leadership, have further inspired the conceptual framework of this study. The features outlined by McEwan (2003) also provide a useful starting point for new and future principals who wish to evaluate his/her instructional leadership practice skills. Each of these models/theories is linked to one another in some form. The syntheses of these models/theories establishes grounds for exploring the phenomenon of effective instructional leadership; and provides a resilience and open-mindedness for this study, as it examines the principal as instructional leaders in facilitating curriculum changes.

Having reviewed the literature on instructional leadership, in chapter three, I will focus on the method of research to be used and the design of the research instrument used in order for me to reach a valid conclusion.

CHAPTER THREE

RESEARCH AND DESIGN METHODOLOGY

"Research design is an architectural design or blueprint of a research project and the execution of the design, the research process or methodology as the construction process using methods and tools. (Mouton, 2001:56).

3.1 INTRODUCTION

In chapter two a literature review was undertaken, and a theoretical framework developed on the role of principals' as instructional leaders in the facilitation of curriculum changes. In this chapter, the research methodology used to collect data will be outlined. In addition, this chapter will focus on the research design to provide clarity on the following aspects of the research study:

- The purpose of a qualitative case study research;
- Planning for the in-depth interviewing of individual and focus groups;
- The discussion of selected questions used in the interviews;
- Explanation of the sampling procedure;
- The participants used;
- Data collection;
- Data analysis;
- Trustworthiness of the study;
- The discussion of ethical issues.

The first step in my research process was to ensure that the purpose of my study was clear (Patton, 2002:213). It became necessary then, to first consider the research question and thereafter select methods to answer the question in an impartial manner whilst using available resources (Mouton, 2001:56). Hence, I addressed the gap between the broader research question and the methods of data collection, analysis and interpretation (Creswell, 2009:3).

The research question formulated for this study was: What instructional leadership roles do principals take on in facilitating curriculum changes in schools and the implications it has on the provision of quality education?

A qualitative research study was employed to understand the instructional leadership role of the principal in facilitating curriculum changes by gathering data about his or her present role, past experiences and environmental challenges, and taking into account how these factors are interrelated (Ary et al., 2006:457). This chapter explains all aspects of the research process that were employed for this study, including the sampling procedure, its rationale and limitations, the data collection process, the instruments used and their validity and reliability, the way the data was analysed and its relevance to the aims of the study. In doing so, a link will be made between the theoretical discussions of instructional leadership in chapter two and practical issues such as sampling, validity and reliability as well as planning for data collection and the analysis of data itself.

3.2 QUALITATIVE RESEARCH METHOD

According to McMillan and Schumacher (2010:8), research is the systematic process of collecting and logically analysing data (namely, evidence-based) for some purpose. This is supported by Glicken (2003:1) who maintain that research may be regarded as a rational approach to problem-solving. Darlington and Scott (2002:20), on the other hand, state that research is essentially all about seeing the world in fresh ways, about searching again or re-searching the same territory and seeing it in a different light.

The research process which involves five essential sequenced steps proposed by McMillan and Schumacher (2010:10) was followed. Figure 3.1 below illustrates the five steps which were used to show how the research was planned and conducted.
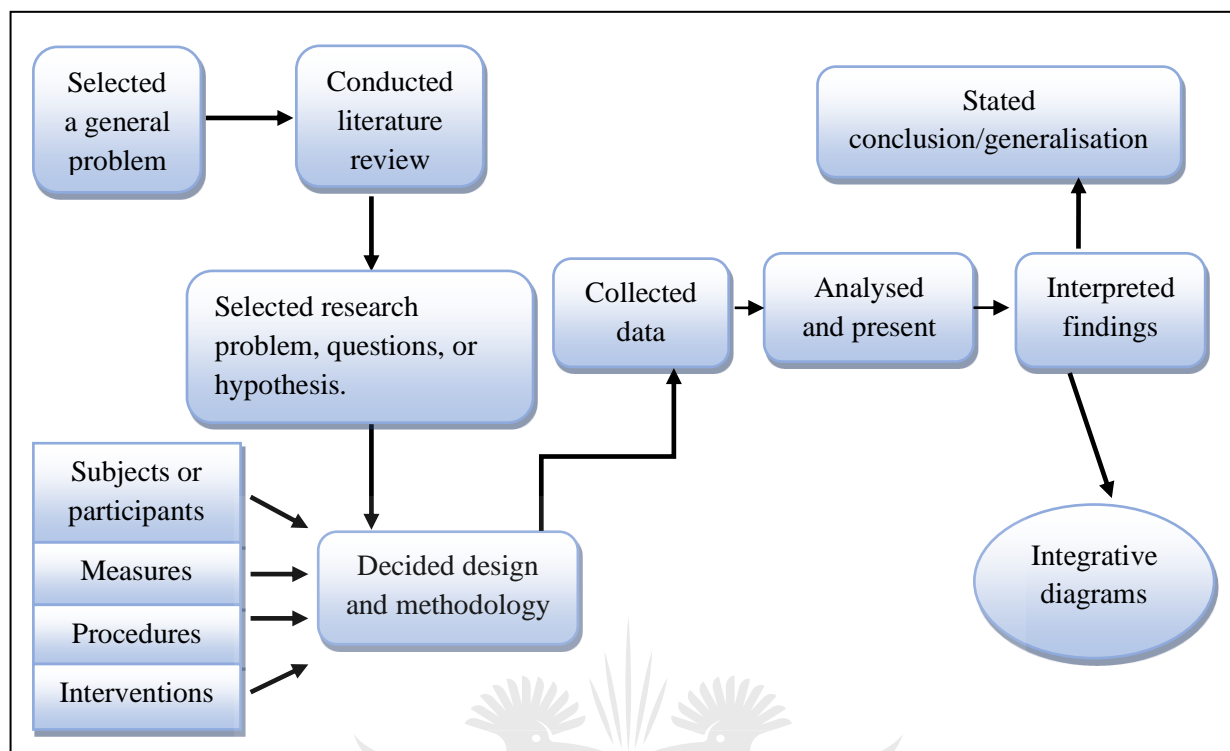
Figure 3.1 The adapted research process (McMillan & Schumacher, 2010:10).

I collected data in face-to-face situations by interacting with principals, teachers and SMT members in selected schools. While the principal is a member on the SMT, I chose to exclude the principals from the focus group interviews so that the participants were free to give their views without the pressure of being judged. The participants' individual and collective social actions, beliefs, thoughts and perceptions were described and analysed (McMillan & Schumacher, 2006:315). This method was used in order to permit enquiry into selected issues around curriculum changes with great depth and careful attention to detail (Patton, 2002:22). Through qualitative research, I relied on the views of the participants, and asked broad, general questions in order to collect this data. From here, I conducted the enquiry in a subject-based manner and described and analysed these views for themes (Creswell, 2005). This data was further detailed with the use of direct quotations particularly focused on the principals' personal perspectives on instructional leadership (Richie & Lewis, 2003). In this way I was able to get close to the participants, the schools' day-to-day operations and the phenomenon under study (Patton, 2002).

Suggestions outlined by Neuman (in Glickens, 2003: 153) to ensure in-depth findings related to the research question formed an integral part of the study. Thus, I attempted to observe and

experience the principal, teachers and SMT member's day-to-day instructional leadership roles and functions. Furthermore, being an Academic Head and having served on the SMT myself, the principals' and SMT members' instructional leadership roles and functions and the setting being studied was not new. Thus, it was easy to acquire an 'insider's point of view'. Notes, outlines, diagrams, and pictures were used to remind myself of key aspects in the research. Having spent quality time with the participants, personal relationships with them were developed and it thus became easy to report on their professional lives in a way that projected a caring attitude. Finally, I was able to recognise events, interactions, and social processes without interfering.

In summary, the principal as instructional leader in schools was studied as it occurred naturally without external constraints and control. Situational factors such as social, political, gender-based, race and technological factors were considered. These factors formed the 'lens' through which the role of the principal as instructional leader in the facilitation of curriculum changes was interpreted. I spent a considerable amount of time in direct interaction with the environment and extracted information directly from the principals, SMT members and teachers who were interviewed and observed. It was ensured that every detail was considered in order to contribute to a better understanding of the principals as instructional leader in facilitating curriculum changes was recorded. The intent was to provide 'rich' descriptions of what had been observed as they occurred naturally in a particular context. The process by which the principal carried out his or her instructional leadership role and how their behaviours affected the effective facilitation of curriculum changes became a key area of interest. In order to open new ways of understanding, data was first gathered and then synthesised inductively to generate generalisations. I aimed to understand the participants by listening to their different point of views regarding the curriculum and focused on making meaning of the events and actions as expressed by them. I entered the investigation free from any preconceptions because my knowledge to begin the study with a precise research design was limited. Hence, I used an emergent design. As more about the school, the staff and other sources of information was known, it became clearer as to what needed to be done to fully describe and understand the role of the principal as instructional leader in the facilitation of curriculum changes. The discussion below commences with an account of the research design.

3.3 RESEARCH DESIGN

According to Merriam (2009:40), the research design is the strategy which integrates the different components of the research project in a cohesive and coherent way so that research questions can be answered. In order to answer the research questions and sub-questions in the best way I could, choosing the research design for this study was an important decision that had to be made. Forethought in the formulation of the research design helped describe the structure of my study as it summarised the procedures and processes followed for conducting the study. Further, choosing the research design helped me plan and generate empirical evidence which I used to answer the research questions (McMillan & Schumacher, 2006:22).

Furthermore in order to get a good insight into the strengths and limitations of various methodologies and methods to be used, I used the key questions asked in research design as proposed by Wilson (2013:83). Figure 3.2 below illustrates the key questions in the research design:
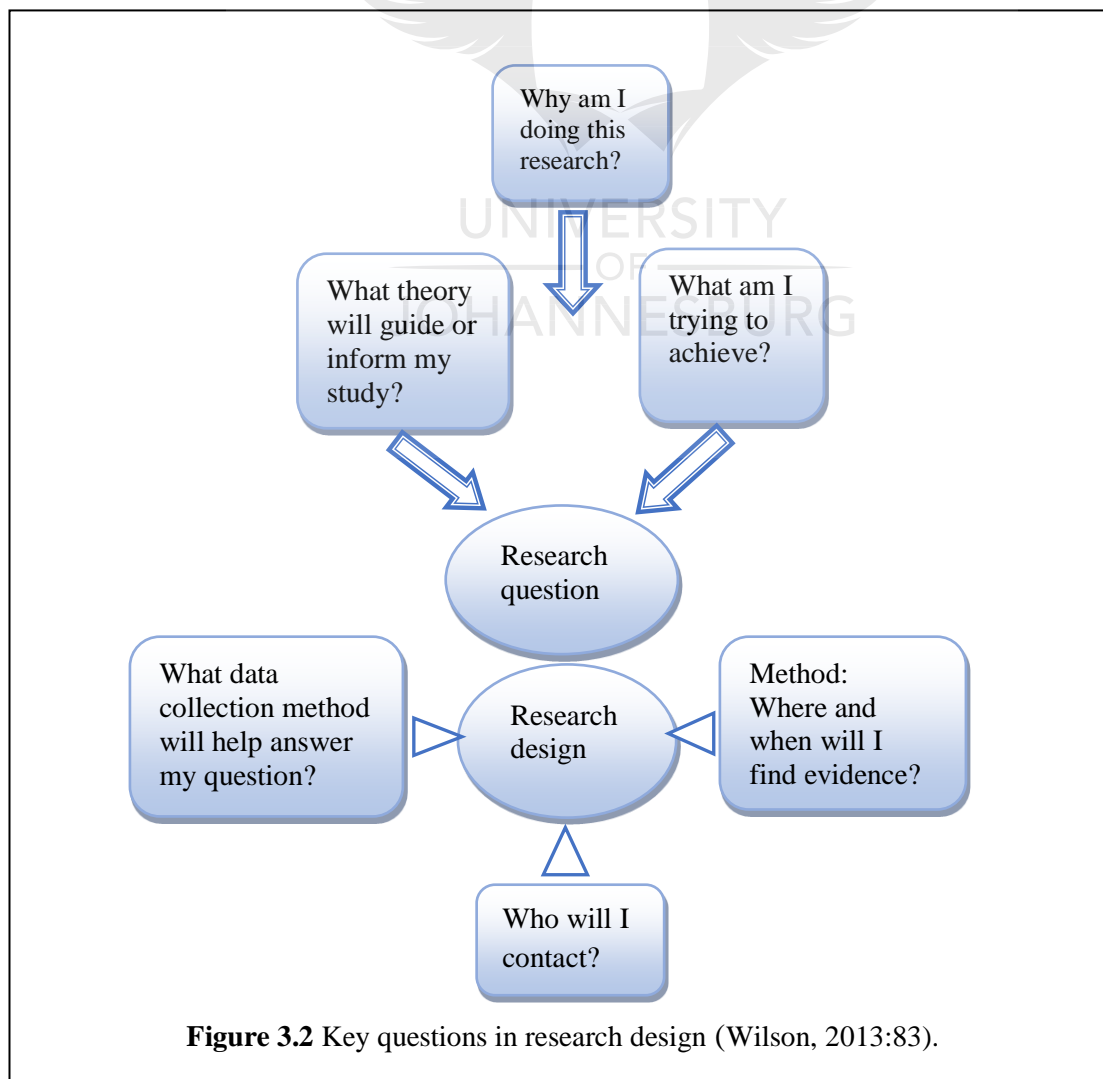
Figure 3.2 Key questions in research design (Wilson, 2013:83).

These key questions helped me gain a logical understanding that formed a link between the data to be collected to the initial questions of the study.

3.3.1 Qualitative case study design

Punch (in Lee 2009:69) asserts that the two main types of qualitative research designs are case studies and ethnographies. After critically reviewing various standpoints on case studies, it was decided that the best match of research design to research objectives that focuses on the principal as instructional leader in the facilitation of curriculum changes was to adopt a case study approach. Yin (2009) argues that case study should be employed when seeking to answer the "how and why" questions as opposed to those that focus on particular events.

According to Wilson (2013:256), a case study is a versatile, qualitative approach to research which enables the researcher to understand a complex issue. This view is mirrored by McMillan and Schumacher (2010:315) who maintain that in qualitative case study design, the data collection expands and varies depending on the question and situation. Hence, whatever information was required to provide in-depth understanding of the instructional leadership role of the principal in facilitating curriculum changes was gathered. The particular value of adopting a case study research method came to light due to Richie and Lewis (2003:267) advocating that it has the ability to explore issues in-depth, the degree to which the data from a study supporting existing theories could be assessed and how far it was able to explain behaviour in individual cases.

A case study as a research method was further chosen for the obvious reason needed to develop a holistic understanding of the role of principals' as instructional leaders (Maldonado et al., 2005: 615). Another advantage in choosing a case study design for the investigation was that it helped yield a wealth of descriptive materials and provided illuminating explanations about the principals in their natural setting, which assisted me in exploring their attitudes and characteristics regarding instructional leadership practices in facilitating curriculum changes.

To elaborate further, my intention in using a case study was to depict what it was like to observe the role of the principal as instructional leader and to capture the "close-up reality" and "thick description" (Cohen, Manion & Morrison, 2000:182) of their actual experiences. By using a case study design, I gained deep insights into the instructional leadership role of

the principal in facilitating curriculum changes which might advance knowledge in instructional leadership development programmes of principals. This research adopted a multiple, case study typology which according to Miles and Huberman (2014:28) strengthens the precision, validity, and stability of the findings. By extending the study over a number of cases, the intention was to learn more about the role of the principal as instructional leader in the facilitation of curriculum changes (McMillan & Schumacher, 2010:8).

In an attempt to organise and conduct the case study research successfully, consideration was given to techniques and procedures as proposed by Demetriou (in Wilson, 2013:260). Hence, my research questions were first determined and addressed by doing an in-depth investigation and understanding of the object of the case by utilising a wide variety of data gathering methods. In explaining what a case is, Stake (2006:1-2) declares that a case is a noun, a thing, an entity but also views the case as a system that contains working parts and is purposive. Accordingly, the case or unit of analysis in this investigation is the instructional leadership role of the principal in facilitating curriculum changes.

In this case study research, the design phase was important to determine which approaches to use in selecting multiple real-life cases as well as which instruments and data-gathering approaches to use. While the conclusions derived from each case were used as information contributing to the findings of the whole study, each case was treated as a single entity. Data was then systematically organised in order to prevent the research from becoming overwhelming by the amount of data from multiple sources and to avoid losing focus of the initial research purpose and questions.

Collecting data in the field helped me to comprehensively collect and store evidence in formats that could be easily referenced and classified so that merging lines of enquiry and patterns could be uncovered. I used the field notes and data bases to categorise and reference data so that it could be readily available for subsequent reinterpretation. My field notes further helped me record emotions and intuitions, pose relevant questions and record my observations as they occurred on the field. Field notes also helped me document testimonies, events and illustrations that proved to be useful in the ensuing chapters.

The next step involved the evaluation and analysis of the data and by using multiple data-collection methods and analysis techniques; I was able to triangulate data which helped strengthen my research findings and conclusion. I then proceeded in categorising and tabulating the data to address the original purpose of the study. This also allowed me to do

cross-checks of facts and discrepancies found in the data. Finally, I reported the data such that it allows the reader to easily examine the study and reach their own understanding independent of my analysis.

3.4 POPULATION AND SAMPLING

3.4.1 Population

According to McMillan and Schumacher (2010:129), a population is a group of elements or cases, whether individuals, object, or events, that conform to specific criteria and to which we intend to generalise the results of the research. The population of this study comprised of twenty primary and high schools in the Johannesburg East of Gauteng. With respect to the schools selected to participate in this study, I took into account a number of deciding factors. The schools selected fall under the same district. Various aspects of the school such as distinguishing whether it was a rural or urban school, economic background of the learners, pass rate/learner results, ANA data/benchmarking tests from each of the schools, the principal's years of experience, how old the school was and accessibility of the school before choosing four schools to be researched were looked at. The experience of four different schools with different pass rates helped my understanding of principal' experiences in facilitating curriculum changes in different ways. Further, the size of the school dictated the extent to which the principal could effectively act as instructional leader. For instance, principals that headed smaller schools had a greater opportunity to be directly involved in matters of curriculum; whereas in a larger school, a principal assumes a more indirect role (Clabo, 2010:23). I sent letters to principals requesting for their participation in my study which was followed by preliminary school visits to the schools that showed a keen interest in the study and eventually I selected four schools to participate in my study.

3.4.2 Sampling

According to Johnson and Christensen (2012:222), sampling is the process of drawing a sample from a population and refers to studying the characteristics of a subset, selected from a larger group (population) to understand the characteristics of the larger group. In a similar view, McMillan and Schumacher (2010:138) add that in purposeful sampling, the researcher selects specific elements from the population that will represent and inform the research

topic. It can thus be inferred that non-probability sampling methods, in particular, purposeful sampling is mostly utilised in qualitative research. In this study, purposeful sampling was considered to be ideal because I was able to generalise subjectively according to my own experiences, (De Vos Strydom, Fouche, & Delport, 2006:329). Furthermore by employing a purposeful sampling technique I could hand pick the research participants to be included in the sample. Purposive sampling also allowed me to pinpoint persons that I believed were information-rich, in order to gain in-depth understanding into the phenomenon (Christensen, Johson & Turner, 2011:162).

I used this small sample of participants within their school contexts and environments to extensively study and interact with them in order to gain insight about the roles and practice of school principals as instructional leaders in facilitating curriculum changes (McMillan & Schumacher, 2011:401). The table below shows a summary of the participants.

Table 3.1 Total number of participants

SCHOOL	PRINCIPAL	DEPUTY PRINCIPAL	HEAD OF DEPARTMENT	TEACHER	TOTAL
SCHOOL A	1	1	2	2	6
SCHOOL B	1	1	2	2	6
SCHOOL C	1	1	2	2	6
SCHOOL D	1	1	3	3	8
TOTAL	4	4	9	9	26

The samples consisted of four principals, four deputy principals, nine HODs and nine teachers from a total of four schools. The rationale for choosing principals from the selected schools was because they were likely to articulate their definition of instructional leadership, what the term meant to them and they could outline how they saw themselves performing the role of instructional leader in the facilitation of curriculum changes (McMillan & Schumacher, 2001:401). It was the intent to also obtain comprehensive narratives from the SMT members and teachers in the selected schools; and ascertain how they experience and describe instructional leadership and curriculum changes from their personal and lived experiences. The importance of interviewing SMT members and teachers became prevalent

because at some point they would have been placed in situations that allowed them to identify the instructional leadership practices that principals generally perform and the challenges they encounter in facilitating curriculum changes. Thus the rationale for including SMT members and teachers in the sample was because they worked closely with the principal on matters related to instructional leadership.

Including SMT members and teachers in the sample helped triangulate and balance the descriptions of instructional leadership. The SMT members and teachers chosen had to possess a minimum of five years of experience, include both male and female teachers and their willingness to participate in this study was considered important. Furthermore, participants had to be appointed at the school on a permanent basis as this might minimise the chance of them leaving before the study was completed. Participants also had to be in the school for at least three years as they have, presumably, experienced the instructional leadership of the principal in facilitating curriculum change in the school for a while.

In my view, requiring a minimum of five years of teaching experience ensured that the participants had experienced a myriad of changes in the curriculum. Hence, they provided a rich description of their direct experiences working with the principal as instructional leader in facilitating curriculum changes. With the participants chosen, having the most comprehensive understanding of the role of principals' as instructional leaders in the facilitation of curriculum changes, they were best able to assist me in addressing the main question: What instructional leadership roles do principals take on in facilitating curriculum changes in schools and what implications it has on the provision of quality education?

3.5 PILOT STUDY

Prior to the main study, I conducted a pilot study to test the questions that comprised the interview schedules in order to determine if information gained from the questions posed would be relevant and whether the method of questioning was applicable for the participants in the focus groups with SMT members and teachers, as well as in the one-to-one interview with the principal. Bless and Higson-Smith (2000:155) define a pilot study as a small study conducted prior to a larger piece of research to determine whether the methodology, sampling, instruments and analysis are adequate and appropriate. The pilot study thus helped me identify confusing and ambiguous language and to correct mistakes that occurred during

the interview process. It further ensured the success and effectiveness of the investigation. The pilot study also helped the participants ease gently into the interview (Richie & Lewis, 2003:112) and it got them talking freely about their instructional leadership experiences. As a result of the pilot study, the interview schedule for the main study needed to be slightly modified towards the capturing of data so that it was in line with the research questions and sub-questions. One significant benefit of conducting a pilot study for this research is that I found that my interview questions had to be designed such that it prompted principals to share their experiences around curriculum changes, as opposed to their experiences relating to their day-to-day operations.

3.6 SITE SELECTION AND MAPPING THE FIELD

According to McMillan and Schumacher (2010:326), site selection is determining the best sites to locate people involved in the research so that data can be collected. Data for this study was collected in four schools in the Johannesburg East area, in the Gauteng Province. I chose to sample these schools in the Johannesburg area as they minimised travelling time and cost. Gaining entry into the schools required establishing good relations with all individuals at the research site from the onset. An exposition of the data collection techniques utilised in this study will now follow.

3.7 DATA COLLECTION

Leedy and Ormrod (2001:94) define data as pieces of information that any particular situation gives to an observer. I used a combination of methods to collect data in my attempt to increase the credibility and trustworthiness of the research findings (Menter, Elliot, Hulme, Lewin & Lowden, 2011:36). Through data collection, I learnt a lot about the principals and focused particularly on their role as instructional leaders in facilitating curriculum changes. Qualitative data in this study consisted of direct quotations from principals, deputy principals, HODs and teachers about their experiences and feelings obtained through the interviews; descriptions detailing their behaviours, actions and events recorded in observations; and information extracted from various types of documents (Mertens, 2010:366).

3.7.1 Interviewing

Interviews were also an important means of gathering data. Sewell (in De Vos et al., 2006:286) defines qualitative interviews as attempts to understand the world from the participant's point of view, to unfold the meaning of the people's experiences and to uncover their lived world prior to scientific explanations. Ary et al. (2010:438) maintain that interviews are considered to be one of the most widely used instruments for collecting qualitative data. Thus, the interviews allowed for participants to share their thoughts, feelings and experiences regarding curriculum changes and it made it possible for me to invite elaboration and probe into the roots of their experiences. Cormack (2000:294) further states that an interview is a purposeful interaction between two or more people who are in a process of communication, conversation and negotiation for specific purpose associated with some agreed subject matter. In this study, I used both semi-structured one-to-one interviews and focus group interviews which gave the participants the opportunity to share their experiences with the purpose of obtaining deep insight and gaining understanding into matters relating to the facilitation of curriculum changes. The primary data of the interviews were verbatim accounts of the participant's responses to the posed questions in the interview sessions (McMillan & Schumacher, 2010:360). After getting permission from the participants, some interviews were tape-recorded to ensure a full account of what transpired in the verbal interaction and it provided material for conducting authenticity checks. Where interviews were not tape-recorded due to technical issues, participants were required to validate whether the notes taken had in fact reflected a true account of what they expressed in relation to the questions posed. I also took extensive notes on the discussions of the participant's views regarding their perceptions of the role of the principal as instructional leader (Creswell, 2009:181-183). McMillan and Schumacher (2010:360) add that notes help reformulate questions and probes to record non-verbal communication, which help facilitate data analysis.

Kvale (in Wilson, 2013:69) asserts that to be an effective interviewer it is important to be knowledgeable in the subject matter of the interview; clear in explaining its purpose and procedures; clear in the use of appropriate language; gentle in enabling interviewees to express what they wanted to say, be a sensitive listener and skilled at pursuing the direction of the interview. In summary, having a clear idea of what questions to ask in the interviews and how the participant's responses might contribute to the understanding of the principal's role as instructional leader in facilitating curriculum changes were seen as essential in yielding rich data (Wilson, 2013:68).

3.7.1.1 Semi-structured one-to-one interviews

Initial data was collected by means of semi-structured one-to-one interviews with each principal in a face-to-face manner. A total of four principals from four schools were interviewed. Semi-structured interviews were favoured as the approach allowed the data collected to be manageable in analysis. This was important for establishing rapport with principals. Richie and Lewis (2003: 143) offer useful insights when they add that creating the right rapport involves demonstrating interest and respect and, being able to respond flexibly to the interviewee. Furthermore, semi-structured one-to-one interviews were used in order to gain detailed insight and rich data on the principals' perceptions, thoughts and experiences about the importance of instructional leadership in the facilitation of curriculum changes (Denzin & Lincoln, 2003).

I spent a great deal of time in an unstructured mode in order not to influence the thoughts of the interviewees during this initial stage of the interview. Merriam (2009:90) states that a less structured mode is more likely to gain the perspective and understanding of the interviewee. I used probes spontaneously to follow up with the participants' responses to the open-ended questions and I found that the interviewees also responded positively when I displayed a sense of tranquillity as the interviewer. This communicated interest and attention. In some cases I could gauge that the interviews were a much needed avenue for the participants to pour out their stories and feelings.

3.7.1.2 Focus group interviews

In the second set of interviews, deputy principals, HODs and teachers were selected to participate in the focus group interview in order to get a group consensus about their experiences related to curriculum changes and not only rely on the responses of the principal. A total of four focus group interviews were conducted. Each focus group interview consisted of two teachers, the deputy principal and two HODs. The questions in the focus group interviews were used in a semi-structured way to ensure that a broad spectrum of matters related to the curriculum was covered and at the same time allowing flexibility in responding to group-initiated concerns (Mertens, 2010:370). According to Darlington and Scott (2002:61), focus group interviews are particularly well suited to collecting in-depth qualitative data about individual definition of problems, opinions and feelings, and meanings associated with various phenomena. The reason for opting for focus group interviews is because it has numerous advantages. The focus group interviews allowed for group

interaction where the cross-flow of communication unpacked easily. Furthermore, in focus groups participants are not pressurised into responding to every question and by hearing others share their experiences, it creates a setting where they could feel comfortable about sharing their own experiences, Darlington and Scott (2002: 62). Another benefit of the focus group interviews was that the interaction of ideas among the participants brought about additional insights which triggered deep-rooted thoughts and ideas among participants (Mertens, 2010:370).

My intention in the study was to conduct an in-depth investigation of the role of principals' as instructional leaders in the facilitation of curriculum changes. The use of interviews provided great depth of data (Cohen et al., 2000:269) and it triggered additional ideas among participants that were never thought of before. The interviews were also advantageous to this investigation as I was able to achieve a high response rate and it allowed participants to clarify or expand on their responses (Christensen et al., 2011:58).

3.7.1.3 The interview schedule

According to Holstein and Gubrium (in De Vos, 2006:296), an interview schedule comprises a set of predetermined questions that may be used as an appropriate instrument to engage the participant and designate the narrative terrain. I used the interview schedule to help the interviewee understand what kind of information was being requested and to establish the framework and context to make it possible to collect the right kind of information (Patton, 2002:377). In this study, two different interview schedules were compiled; interview schedule A (see Appendix 4) for principals and interview schedule B (see Appendix 5) for the focus group interviews in order to guide the interviews. The interview schedule was designed by means of properly phrased questions, with the assumption that the participants would truthfully answer questions (Lee, 2009:80). I made sure that the open-ended questions left the participants free to elaborate and expand on their responses as they wished or as they felt appropriate (Bless & Higson, 2000:118). Patton (2002:46) states that open-ended questions permit participants to describe what is meaningful and salient to them without being 'pigeonholed' into standardised categories. In this study, I asked questions that gave principals, deputy principals, HODs and teachers the opportunity to reflect and describe their personal experiences that involved instructional leadership and managing curriculum changes.

To ensure that the interviews were planned well, it was necessary to choose a suitable time and venue for the interviews. I then provided each interviewee with a set of prepared questions to scan and reflect on. From this, I was certain that it would pre-empt some of the participant's responses and would alert them to possible sensitive points (Henning et al., 2004:75). The interviews were approximately one hour in duration. Through the different interviews with principals, deputy principals, HODs and teachers, the aim was to develop an understanding of the importance of instructional leadership in the facilitation of curriculum changes.

During the course of the research, awareness was given to certain setbacks of interviews. Areas of concern were biases, predispositions and attitudes that affected the interaction between the interviewer and interviewee (Merriam, 2009:109). For instance, it was anticipated that during interviewing, the participants may express what they want to be heard or convey what is socially desirable (Christensen et al., 2011:58). In order to avoid this, it was expressed to the interviewees that their honesty was appreciated as the intention of the research was to reflect on their true experiences and perceptions. As the interviewer, it was necessary to take care not to lead the respondents towards answers, keeping in check body language and tone of voice (Cohen et al., 2000:89). Furthermore, it was anticipated that the entire process of data collection, the transcribing process and data analysis could be time-consuming. Another flaw in the interview method of research is that interviewees might not remember important information related to curriculum changes or lack self-awareness (Christensen et al., 2011:58). Thus, the interviewees were requested to contact me should they want to add anything that they deemed to be important.

3.7.3 Document analysis

In addition to interviews and observations, documents such as the school's teaching and learning policies, school curriculum policy, minutes of staff meetings and academic reports were analysed. Johnson and Christensen (2012:203) add that document analysis can prove to be an extremely valuable source of data. Official documents such as the National Curriculum statement (NCS), Revised National Curriculum Statement (RNCS), and Curriculum and Assessment (CAPS) formed an integral part of this research. Other documentations such as newspapers, and other media reports and information available on the internet were collected, analysed and studied with the purpose of drawing out any relevant data on instructional leadership. This data collection strategy proved significant in gathering more knowledge for

the study and it helped with explaining certain events and activities pertaining to the role of the principal as instructional leadership in facilitating curriculum changes. Best and Kahn (2006: 257) contend that data contained in documents can be distorted and irrelevant hence, I ensured that I thoroughly scrutinised the documents and subjected it to a relevance check. Further to this, I used document analysis to triangulate the information that emerged from the interviews with the participants and as well as from my observations.

The use of document analysis as a data collecting instrument does come with some limitations and in this study availability and accessibility were the two limitations with which I had to contend with. The Principal at school A and the Deputy Principal at school B were not eager to give me copies of important documents such as minutes of meetings and curriculum policies. However, with much persuasion and reassuring that they will be kept strictly confidential, I managed to convince them that I will analyse the documents with them being around and that it would not leave the school premises or be copied.

3.8 DATA ANALYSIS

Qualitative data analysis involves analysing, categorising, tabulating, and reconnecting the evidence obtained to address the primary goal of the research study (Menter et al., 2011). According to Marshall and Rossman (2015:111), "data analysis entails bringing order, structure and meaning to a mass of time-consuming, creative and fascinating procedures". I ensured that the data analysis process was as orderly and transparent as possible to allow for a close examination from others and provide a trail of evidence (Kruger and Casey, 2000). Lichtman (2010:200) maintains that making meaning from qualitative data is a process that moves between, questions, data, and meaning. Hence, I used the data analysis process model proposed by Lichtman (2010:200) (Figure 3.3) to guide my data analysis process.
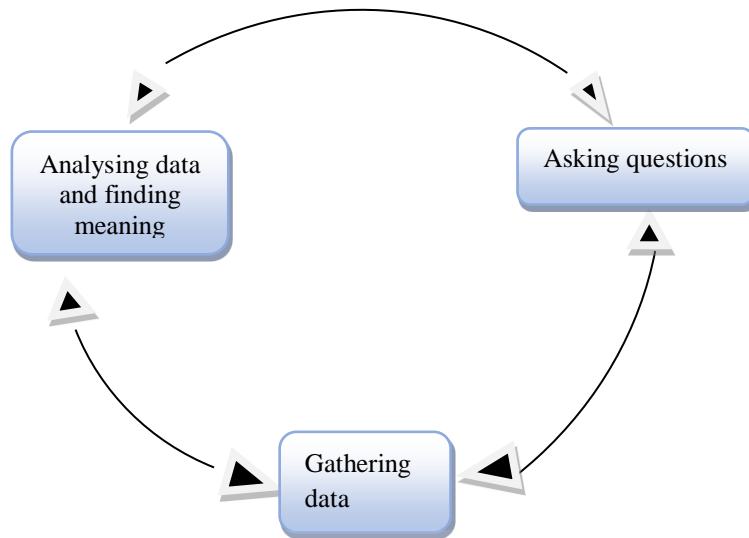
Figure 3.3 Data analysis process model: Lichtman (2010:200).

This model was useful in that it is interactive, circular and can be entered at any point. In addition, data analysis has taken the form of reviewing the interview data, identifying issues, and reporting these as main themes in terms of the research questions (Saldana,2009:122). In this research study, data obtained through interviews, observations, content of existing material and documents, which included audio-tapes, financial records, minutes of meetings and journal entries were analysed. According to Wilson (2013:158) in order to analyse data, it is necessary to reflect on them repeatedly and at length; to be able to fragment and manipulate them in the research for underlying patterns and meanings. For this reason, data obtained was first transcribed and checked for completeness and errors. The process of converting the raw data into the form of a transcript was guided by the systematic application of a transcription system (Wilson, 2013:158). The transcription system (Table 3.2) adapted from (Ellis & Brakhuizen, in Wilson, 2013:158) was used to assist me during the process.

Table 3.2: Transcription system adapted from (Ellis and Brakhuizen, 2005:29) as cited in Wilson (2013:158).

1	P=principal; R=researcher; SMT=SMT member; T= teacher
2	Each line is numbered for easy of referencing
3	Pauses are indicated in brackets: (.) indicates a pause of a second or shorter; (.3.) indicates the length of a pause beyond one second.
4	XXX indicates speech that could not be deciphered.
5	... indicates an incomplete utterance.
6	Words are underlined to show overlapping speech between two speakers.
7	Words are italicized to show a very heavily stressed word.
8	A limited amount of contextual information is given in brackets.

In order to make sense of, define and formulate the data, I manually analysed the transcriptions (Henning et al., 2004:127). Thus, I was able to identify common themes and patterns from the participants' description of their experiences in matters related to the curriculum. In this regard, Schwandt (in Henning et al., 2004:127) maintains that data analysis ought to be vigorous, systematic, disciplined and methodologically documented.

Tesch's method of open coding was used in order to identify themes and categories. Tesch's method (in Creswell 2009:186) involves a number of steps and provides an orderly approach to analysing qualitative data. First, it was important to get a sense of the data obtained by carefully analysing all the transcriptions obtained and by making note of certain ideas and thoughts as they appeared. It was then necessary to look at the contents of the documents with its underlying meanings. Ideas were written in the margins and after going through several documents, I made a list of themes/categories. It was then important to categorise the themes into lists and these lists were then taken back to the data where themes were abbreviated as codes and the codes were written next to the applicable section of the text. Thereafter, the final list of categories was grouped together and lines were drawn between

categories to show relationships. It then became necessary to assemble data according to each category for preliminary analysis and recording. Continuing from this, I further reflected on the purpose of the research and ensured that themes were mutually exclusive and independently derived from a single classification principle.

Various procedures and strategies were undertaken in order for the findings to be deemed trustworthy.

3.9 TRUSTWORTHINESS OF THE RESEARCH

I ensured that my research responds to questions that stand as criteria against which the trustworthiness of my study could be examined (Marshall & Rosmann, 2015:143). Thus I asked myself the following questions as outlined by Marshall and Rosmann (2015:143-145):

- How credible are the findings of the research study?
- How transferable and appropriate are these findings to another setting or group of people?
- How can we be reasonably sure that the findings would be reproduced if the study were conducted with the same participants in the same framework of reference?
- How can we be sure that the findings would be reflective of the participant's experiences and the inquiry itself, rather than the researcher's biases?

To ensure trustworthiness, various techniques were employed, one which included triangulation of data sources and triangulation of stories of principals with those of SMT members and teachers. Further, in pursuit of a trustworthy study and to establish the validity and reliability of the research, credibility, transferability, dependability and conformability as proposed by Lincoln and Guba (in De Vos 2006:346) were employed.

3.9.1. Validity

Validity, in the context of the study, relates to whether the interview questions actually measured what it set out to measure (Neuman, 2000:234). Thus, the interview questions were pilot-tested by using a principal, teacher and SMT member not included in the sample. The purpose was to determine whether the questions in the interview schedules would measure whether principals, teachers and SMT members are working collaboratively to manage

curriculum changes. The pilot study helped in detecting unforeseen problems, such as vague questions and overly sensitive questions. Thus, the pilot study resulted in me modifying some questions to ensure that relevant and correct data could be collected. I further used the pilot study to ensure that the interview questions were established in a logical and sequential order and that the time frame set aside for the interview ensured that all questions could be answered.

3.9.2 Reliability

Guba and Lincoln (in Henning, 2004:148) refer to reliability as the extent that one's findings can be replicated or reproduced. In this study, reliability was established by ensuring that I probed for specific answers related to the study and where the researcher found that questions were misunderstood, I re-phrased or repeated the question. In order to ensure reliability, I documented the different procedures followed in the case and I found it necessary to develop a case study data base. Furthermore data obtained from the interviews were compared to the data collected from the observations as well as the analysis of documents such as minutes of meetings and curriculum documents etc. During the study, field notes were taken to keep track of the observations, encounters, personal feelings and decisions. The interviews were recorded using an audio-recording device in order to reproduce the verbal transcripts as accurately as possible.

3.9.3 Credibility

Credibility is reached when the frame of reference, participants and settings are interpreted and presented in a truthful manner. Thus, in this study, I reassured principals, SMT members and teachers that they were being neither judged nor evaluated on their respective roles and responsibilities, rather that we were collaborating to determine how curriculum changes can be effectively managed through instructional leadership. I made the participants feel as though they were part of the project (Thomas, 2006:350) and that their input and responses were valued.

3.9.4 Transferability

Transferability, according to Foster (2005) refers to the extent to which the findings from one research study might prove applicable to another setting. Lincoln and Guba (in De Vos, 2006:346) state that triangulation of multiple sources of data can enhance a study's transferability. Padgett (in De Vos, 2006: 361) describes triangulation in qualitative research

as the convergence of multiple perspectives that can provide greater confidence that what is being targeted is being accurately captured. In this study triangulation was achieved through various procedures of data collection namely interviews, observation and document analysis. Thus, findings could be easily validated and cross checked (Strydom, Delport & De Vos, 2006:346). Inconsistencies that arose as a result of triangulation were not viewed as a threat to the credibility of the results in this research but rather as an opportunity for additional interpretation (Patton, 2002:248).

3.9.5 Dependability

De Vos (2006:346) refers to dependability when the researcher attempts to account for changing conditions in the phenomenon chosen for the study as well as changes in the design created by increasingly refining understanding of the setting. Similarly, Merriam (2009:10) states that the essence of qualitative research design is based on understanding the experiences of the participants and that the qualitative research design is flexible and evolving. Hence, in this study, the research design needed to be modified as new findings emerged during the data collection process. By keeping records of the research process followed and including comprehensive descriptions of the context of the study, I was able to enhance the dependability of this study.

3.9.6 Confirmability

Foster (2005) explains confirmability as being the extent to which the research findings can be accepted or corroborated by others. One of the strategies I used for enhancing confirmability was conducting a data audit to identify potential areas of bias in order to document the limitations of the study (Foster 2005). Original transcriptions of the interviews, observation notes, anecdotes and journal entries were available for scrutiny.

Because I serve on both the SMT and curriculum committee at my own place of employment, it gave me the opportunity to observe the instructional leadership role of the principal. I further made sure that I stayed objective in the data gathering and analysis process. Another measure taken was that I ensured the participants that I was aware of researcher bias and therefore made certain that I only reflected on what the participants replied to in the interview and that I did not recall my lived experiences (Fraenkel & Wallen 2003:453).

3.9.7 Challenges experienced

I anticipated experiencing difficulty confirming suitable times for the interviews, as principals have busy schedules. Certain interviews needed to be re-scheduled due to clashes with school activities that were not in the term plan. I was of the opinion that some participants felt uneasy and was apprehensive in answering some of the questions out of the fear that it may cause conflict. The availability and accessibility of certain documents were some of the limitations I had to overcome with using document analysis as a data collecting instrument. The Principal at school A and the Deputy Principal at school B were not eager to give me important documents such as minutes of meetings. Another important limitation was that participants particularly principals, were reluctant to supply academic statistics pertaining to their schools. Furthermore, two participants were not happy to be tape-recorded. These participants were given questionnaires to complete.

During the data analysis process, I found that some of the responses to the questions did not provide me with sufficient in depth understandings to make findings clear. Hence, I had to reschedule interviews with the three of the four principals to give them an opportunity to elaborate and some of the answers to the questions posed in the first interview. Stemming from the nature of the study, it is also vital to elaborate on the ethical practices detailed and considered.

3.10 ETHICS IN QUALITATIVE RESEARCH

Ethics is a set of moral principles which offers rules and behavioural expectations about the most correct conduct towards research participants (De Vos, 2006:57). To this effect, this research was carried out within an ethical perspective taking into consideration respect for persons, knowledge, values, and the quality of educational research.

According to McMillan and Schumacher (2010:318), qualitative researchers need to be sensitive to ethical principles because of the nature of the research topic and because of the face-to-face interaction they have with the participants when collecting data. In this study various attempts were made to get the trustworthiness of the research participants and to assure them of their confidentiality and anonymity if so required. I took into consideration a number of ethical issues, as outlined by De Vos (2006:57-66).

3.10.1 Informed consent

According to Gliner and Morgan (2000:34), informed consent is the procedure by which participants choose whether or not, to participate in the study. De Vos (2006:59) however contend that in order for participants to give their consent to participate in the study they should be given information regarding the investigation, the research goals and procedures. Babbie, Thomas and Smith (in De Vos, 2006:59) call informed consent "voluntary participation".

After the approval of my proposal (Appendix 1), ethical clearance was sought and obtained from the Ethics Committee of the Faculty of Education at the University of Johannesburg (Appendix 1). I then obtained permission from the Gauteng Department of Education (GDE) to conduct the research (Appendix 2). I also sought out the permission from the selected principals to conduct the research at their schools. A letter of consent was then pre-drafted, where the participants gave their consent to participate in the research (see Appendix 3). In this study, I ensured that participants were given accurate and detailed information about the study, so that they could fully understand the research purpose and as a result be able to make an informed decision about their participation (De Vos, 2006:59). I also made the participants aware that their participation in the study was purely voluntary and at any time during the course of the study they were free to withdraw themselves without being judged or penalised.

3.10.2 Deception of subjects/participants

Lowenberg and Dolgoff (in De Vos, 2006:61) describe deception of participants, as deliberatively misrepresenting facts in order to make another person believe what is not true, violating the respect to which every person is entitled. Neuman (2000:229) states that deception occurs when the researcher intentionally misleads subjects by way of written or verbal instructions, the actions of other people, or certain aspects of the setting. In this study, I ensured that the participants were not misled and that I provided participants with the necessary information about the study.

3.10.3 Violation of privacy, anonymity and confidentiality

Sinledton (in De Vos, 2006:61) state that the right to privacy is the individual's right to decide when, where, to whom, and to what extent his or her attitudes, beliefs, and behaviour will be revealed.

In this study I assured the participants that their privacy would be protected. Participants were also informed about their status of anonymity and assured that their names and institutions would not be revealed. Thus, during the analysis process and findings no reference of names participating in the study was mentioned. Participants were labelled as, T1, DP1, HOD 1etc. I also obtained consent from research participants to audio-tape the interviews which were then safely stored.

3.10.4 Actions and competence of researchers

De Vos (2006:63) states that researchers are ethically obliged to ensure that they are competent and adequately skilled to undertake the proposed investigation. In this study I ensured that I was aware of my ethical responsibilities relating to information on the structure of the research population, sampling procedure, the methodology employed, the data process as well as the writing of the final research report (De Vos, 2006:63). Furthermore, all sources of information used in this study have been acknowledged, in order to avoid plagiarism.

Throughout the research process I also reminded myself of the advice as proposed by Mouton (2001:243) that the rights, dignity, interests and well-being of the research participants are secured since the data is collected on the basis of mutual trust.

3.11 SUMMARY

This chapter presented a detailed account of the research design and methodology of the research investigation.

For the purpose of this study, I chose a qualitative research method, further discussing and motivating the choice of a case study design. I examined the role of the principal as instructional leader in the facilitation of curriculum changes. In order to execute the case study design, the various research methods that were employed consisted of qualitative methods in the form of interviews, document analysis and participant observation. The use of varied data sources and multiple research methods is an important element of this case study as they help facilitate the triangulation of data sources and research methods. Sampling procedures and data analysis were outlined and discussed in detail. I also considered different

strategies that ensured trustworthiness and the strengths and limitations of participant observations, qualitative interviews and document analysis experienced.

The empirical research process began with a formal written request to the principals of the various schools selected in the Johannesburg East area, to conduct research at their schools. Participants were contacted to firstly introduce myself as the researcher and to confirm an appointment for interviews to be conducted on the school premises. Participants were also presented with a form consenting to their participation and were given assurance of anonymity and confidentiality with regard to data collected about the school.

Once the sample was purposefully selected, one-to-one and focus group interviews were conducted. The notes from the participant observation were analysed and compared with the interview findings using the procedure of triangulation. I transcribed interviews manually and these transcriptions were coded in order to identify the underlying themes and categories. The first set of interviews formed part of a pilot study for the research.

I then conducted interviews after being satisfied with the feasibility and correctness of the interview procedure in the pilot study. I repeated the same procedure that was followed with the first interview with each of the other interviews with minor accommodations made with regards to interruptions and time constraints. It was then decided to include the pilot study in the formal research as many of the themes and categories identified in the pilot study correlated with those in the subsequent interviews. Thereafter, the themes and categories identified were examined to reach consensus.

The chapter concluded with a discussion of ethical issues that were derived during the duration of the research study. In the subsequent chapter, the analysis and interpretation of the research findings will be explored and discussed.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF QUALITATIVE RESEARCH DATA

"Effective leadership is the cornerstone of any education system. It can ensure the effective implementation and management of curriculum changes." Taole (2013:75).

4.1 INTRODUCTION

In Chapter three, the research design and methodology employed in this research was outlined. A case study design was used to investigate the role of the principal as instructional leader in the facilitation of curriculum changes and its implication on the provision of quality education. The research sample, data analysis, trustworthiness of the study and ethical issues were also explained.

This chapter provides an analysis of the data obtained from various interviews, direct observations and the analysis of documents which is discussed in accordance with the qualitative research design which was described in Chapter three. The findings in this chapter were reconciled with the reviewed literature on the topic of instructional leadership. Furthermore, this chapter started with the biographical information (gender, qualifications, ages, and teaching experience) of the participants. The synthesis of biographical data set the stage for exploring the rich descriptions of qualitative data contained in this chapter. Themes and categories that emerged from the data are presented and discussed in order to address the research question and sub-questions. The theoretical framework pertaining to instructional leadership and curriculum change management, which was developed in Chapter Two, serves as a lens to analyse the data. The findings of the interviews, document analysis and the participant observation are triangulated to provide coherent findings. In order to best understand the mass of data collected I had to ensure that the data analysis process was conducted in a systematic and well-structured manner (De Vos, 2006). Researchers Babbie, Mouton, Foster and Prozesky (2001:101) point out that data collected is interpreted for the purpose of drawing conclusions that reflect on the interest, ideas, and theories that initiated the enquiry.

A brief discussion of the themes and categories identified through data analysis will now follow.

4.2 ANALYSIS AND FINDINGS

Before dealing with the findings of the research, I felt it necessary to provide a brief background of each participating school.

4.2.1 Background of selected schools

The observations and information as highlighted below were gleaned from the semi-structured interviews and document analysis of the sampled schools. Table 4.1 below provides a detailed profile of each of the participating the schools.

The four schools were selected on the basis of the following criteria:

- Principals had a minimum of 5 years of experience in his/her position at that school;
- The CAPS curriculum has been implemented;
- The language of instruction is English.

Table 4.1: Profile of the schools

SCHOOL	TYPE OF SCHOOL	PRIMARY//HIGH SCHOOL	LANGUAGE OF INSTRUCTION	NUMBER OF LEARNERS	NUMBER OF ACADEMIC STAFF	NUMBER ON MANAGEMENT TEAM	LEARNERS PASS RATE
A	Independent	Primary	English	442	24	9	100%
B	Independent	High	English	190	19	6	98%
C	Public	Primary and High	English	1100	32	6	95%
D	Public	Primary	English	1200	35	7	99%

School A

School A is an independent primary school and has an enrolment of 442 learners, 24 permanently employed educators and 9 management members (including the principal). It is situated in a well-developed suburban area, and caters for learners within the area. The socio-economic status of the majority of the learners varies from average to above average. The principal has been in this position for 5 years. She has two deputy principals and an academic head, who helps manage the curriculum and teaching and learning at the school. The academic analysis of the previous term's results indicate that the learners are performing well with a handful of learners needing additional support. The pass rate at the time of the study in 2017 was 100%.

School B

School B is an independent high school situated in a well-developed suburban area and has an enrolment of 190 learners, 19 permanently employed educators and 6 management members (including the principal). Learners fall within the above average socio-economic bracket. Learners that attend the school come from the immediate area. The principal has served at the school as deputy principal for 12 years, and has been principal for 5 years. The school attained a 98% matric pass in 2017.

School C

School C has an enrolment of 1100 learners, six SMT members (including the principal), 32 permanently employed teachers and 8 SGB employed teachers. It is situated in a well-developed area, and the majority of the learners come from an average socio-economic background. This public primary and high school caters for learners within the area as well as from outlying areas and townships. The principal has approximately 12 years of experience as principal and has been the deputy principal at the school for more than 10 years.

School D

School D is a public school and is situated in the heart of Johannesburg. The school is 130 years old. It has an enrolment of 1200 learners, with 6 SMT members, including the principal, 35 permanently employed teachers and 5 SGB-employed teachers. The language of learning and teaching is English. Most of the learners come from an average to below average socio-economic background. Learners who attend the school are from both the immediate area and from the surrounding areas and townships. The principal has 6 years of experience

in her position but has been acting principal for two years and the deputy principal for more than 8 years. The school attained a 99% pass in 2017.

Tables 4.2, 4.3, 4.4 and 4.5 below present the biographical information about the participants in each of the participating schools:

Table 4.2: Biographical data of School A

PARTICIPANTS	PRINCIPAL 1	DEPUTY PRINCIPAL 1	HOD 1	HOD 2	TEACHER 1	TEACHER 2	TEACHER 3
GENDER	Female	Female	Female	Female	Female	Female	Female
AGE	46	47	45	44	43	29	31
HOME LANGUAGE	English	English	English	English	English	English	English
HIGHEST QUALIFICATION /S	Masters	B Ed Honours	B Paed	B Ed	B Ed Honours	Dip in Education	Dip in Education
EXPERIENCE AS TEACHER	23	24	20	20	21	10	9
EXPERIENCE IN ROLE	5	4	5	8	0	0	0
CURRENT STUDY	PHD	None	None	None	None	None	None
NUMBER OF HOURS TAUGHT PER WEEK	Nil	24	23	24	25	26	25

Table 4.3: Biographical data of School B

PARTICIPANTS	PRINCIPAL 1	DEPUTY PRINCIPAL	HOD 1	HOD 2	TEACHER 1	TEACHER 2
GENDER	Female	Male	Male	Male	Female	Male
AGE	60	42	32	52	29	28
HOME LANGUAGE	Afrikaans	isiZulu	English	Tswana	English	English
HIGHEST QUALIFICATION/S	Honours	B Ed	Dip in Education	Masters	BEd Honours	BSc
EXPERIENCE AS A TEACHER	35	15	10	29	8	7
EXPERIENCE IN ROLE	5	2	8	10	0	0
CURRENT STUDY	None	None	None	PHD	None	MBA
NUMBER OF HOURS TAUGHT PER WEEK	2 hours 30 minutes	14 hours	25	24	25	23

Table 4.4: Biographical data of School C

PARTICIPANTS	PRINCIPAL 1	DEPUTY PRINCIPAL 1	HOD 1	HOD 2	TEACHER 1	TEACHER 2
GENDER	Male	Male	Female	Male	Female	Female
AGE	48	51	45	30	37	25
HOME LANGUAGE	English	isiZulu	English	Tswana	Sotho	English
HIGHEST QUALIFICATION/S	BEd	BEd	Dip in Education	BEd honours	Dip in Education	Dip in Education
EXPERIENCE AS A TEACHER	20	28	23	7	12	3
EXPERIENCE IN ROLE	12	5	9	8	0	0
CURRENT STUDY	None	None	None	None	None	None
NUMBER OF HOURS TAUGHT PER WEEK	2hours 30 minutes	26	25	26	27	26

Table 4.5: Biographical data of School D

PARTICIPANTS	PRINCIPAL 1	DEPUTY PRINCIPAL 1	HOD 1	HOD 2	TEACHER 1	TEACHER 2	TEACHER 3
GENDER	Female	Female	Female	Female	Female	Female	Female
AGE	47	35	40	43	32	27	24
HOME LANGUAGE	English	English	English	IsiZulu	English	Tswana	Xhosa
HIGHEST QUALIFICATION/S	BEd	BEd	BEd Honours	Dip in Education	B Paed	BEd	Dip in Education
EXPERIENCE AS A TEACHER	25	13	18	20	9	5	5
EXPERIENCE IN ROLE	6	3	5	7	0	0	0
CURRENT STUDY	None	None	None	None	None	None	None
NUMBER OF HOURS TAUGHT PER WEEK	Nil	19	24	23 and 30 minutes	26	27	25 and 30 minutes

Biographical data of the participants were constructed from information based on gender, age, qualifications, home language and years of experience as a teacher and as a principal and number of hours spent in the classroom per week. The biographical data generated from the participants in this study formed an important component for providing background information which assisted me in examining how principals experienced their roles and responsibilities as instructional leaders in facilitating curriculum changes. As reflected in tables 4.2 to 4.5 above, three of the principals who participated in this study were females. Importantly, the increase in the number of females in leadership positions could be attributed to the government's policy on Women Advancement. All four heads involved in the study were mature in terms of age (ranging from 46 to 60 years) and well qualified. Only one of the four principals was currently pursuing further studies however it was pleasing to note and for the benefit of attaining rich data, all four principals met the requirements of having a minimum qualification and they have more than 20 years of teaching experience. Their experience in the position of principal ranged from 5 to 12 years. Of great importance to the study, tables 4.2 to 4.5 show that two of the principals taught five lessons per week in their areas of specialisation and this provided them with first-hand experience of both the teaching and learning process as well as its challenges. As stipulated in the Director's Circular Minute No. 15 of 2006, school principals are expected to have teaching loads which depend on the enrolment of the school. In schools with an excess of 960 learners as is the case with the schools C and D, principals teach at least twelve periods per week.

4.2.2 Data Analysis

Data obtained from the interviews, document analysis and direct observations were carefully examined to search for themes and patterns, and to uncover the meaning of particular perceptions with the focus of examining what instructional leadership roles principals take on in facilitating curriculum changes (Creswell, 2009:98-99). Data obtained from field notes, interview transcripts, audio recordings were examined and interpreted (Ary et al., 2006:490). The notes from the participant observation were analysed and compared with the interview findings using the procedure of triangulation. Further, several documents such as minutes of meetings, academic policies, academics reports, Umalusi reports, etc. were also analysed. I used the data analysis process model proposed by Litchman (2010:200) (Figure 3.3) to guide my data analysis process. In order to break-up the data findings for easy reference and manipulate them for underlying patterns and meanings, I revisited and reflected on the data

several times and at length (Wilson, 2013:158). For this reason, data obtained was first transcribed and scrutinised to ensure completeness in process and free from errors. The process of converting the raw data into the form of a transcript was guided by the systematic application of a transcription system which according to Wilson (2013:158) is needed to make sense of, interpret and theorise the data. Further, Tesch's method of open coding was used in order to identify themes and categories. I also used the three Cs: coding, categorising, and concept identification to move from raw data to meaningful concepts (Litchman, 2010: 197).

All participants in the study were asked what they understood by instructional leadership and who they believed should be instructional leaders. Further, participants were asked if they regarded the principal as an instructional leader and whether or not they believed that their leadership practices impacted on the facilitation of curriculum changes. In the case of the principals, they were asked how they set about facilitating curriculum changes in their school. Participants were also asked what were some of the challenges/obstacles that directly hindered them in managing curriculum changes at their school and what suggestions/ measures can be put forward to ensure that the principal and SMT effectively facilitate

4.3 THEMES

Table 4.6: Themes and categories

THEMES	CATEGORIES
The complex role of principals	o Understanding the nature and essence of instructional leadership o Roles and responsibilities of principals in managing curriculum changes o Managing the instructional programme
Collaborative Cultures	o Distributive leadership o Collaboration o Communication o Motivation o Teamwork o Organisational structures
The role of the principal in facilitating curriculum changes	o Planning curriculum changes o Monitoring and supporting curriculum change delivery o Curriculum change resistance
Professional Leadership Development and Departmental support	o Lack of professional leadership development, training and empowerment o Lack of Departmental support o Principal networking and mentorship

In the following sections, each theme and category is discussed and supported with relevant quotations from the participants, document analysis and participant observation. The quotations in support of categories are given verbatim without making any changes. Where necessary, concepts are clarified in brackets. In the ensuing discussion, codes for the various actors are used as follows: Principal (P), Deputy Principal (DP), Head of Department (HOD), Teacher (T). School A is an independent primary school, School B is an independent high school, School C is a combined primary and high public school and School D is a public primary school.

Following the qualitative approach, literature that supports each theme is also discussed. Within the framework of literature control, I attempted to explain and extend the theory generated in this research study so that I could gain a clear and basic understanding of the research problem (Burns & Grove, 1999). The literature knowledge is a reflection of the existing knowledge on the principal as instructional leader in facilitating curriculum changes. This, in conjunction with the other relevant literature, facilitated my attempt to formulate guidelines to assist principals and SMT members to develop a collaborative relationship to effectively manage curriculum changes at their school. The significant role that principals as instructional leaders play in facilitating the curriculum change programme is a consistent theme that permeates throughout this research study. The following themes highlight that leadership; instructional leadership in particular, is a crucial factor in ensuring school effectiveness and is key to organisational success and effective curriculum change management.

4.3.1 THEME 1 – The complex role of principals

Changes in education, more especially curriculum changes present a number of challenges and places immense demands on school principals. How principals associate and respond to some of these challenges and demands depend mainly on them exercising their role as instructional leaders. The findings of research conducted by the DoE (2009) indicate that a crucial factor that impacts on the successful implementation of the curriculum changes is the leadership role of the principal as instructional leader. Hence, the interview discussions focussed mainly on the principals reflecting on their role as instructional leaders and their experience of being involved in managing curriculum changes. The literature review revealed that previously, principals were seen mainly as managers whose primary function was to

manage the daily operations of the school. However, in recent years according to Mestry (2013:119), the role of the principal has become more complex, overloaded and unclear. It is, therefore, not surprising that the two categories that emerged from this theme were the participant's understanding of the nature and the essence of instructional leadership and the knowledge of the roles and functions of principals.

4.3.1.1 Understanding the nature and essence of instructional leadership

This category looks at what instructional leadership means for principals, SMT members and teachers in the four schools. Specific reference is made to how they understand and interpret the concept of instructional leadership in general and why they understood instructional leadership to be a significant contributing factor in the effective facilitation of curriculum changes. This question was posed to each participant to get their own understanding and perception about instructional leadership and how principals as instructional leaders managed curriculum changes. From the teachers' perspectives, how they defined instructional leadership was similar to that of the principals. T2 from School B explained that instructional leadership are all those actions principals carry out in order to develop effective teaching and learning.

> To me, instructional leadership is the system where the principal puts actions in place to ensure that teaching and learning remains a core function of the school and its quality standards are maintained. The principal needs to provide the teachers with knowledge and materials related to curriculum changes.

T2 provided another perspective highlighting that key curriculum decisions come from the principal and it is their responsibility to manage the curriculum:

> The principal is the instructional leader because he is responsible and accountable for the curriculum, from managing curriculum changes, facilitating the implementation process to monitoring the curriculum to keep abreast on all curriculum innovations. Most of the decisions regarding the curriculum should come from the school principal. We should do what the principal instructs us to do when it comes to the curriculum.

Moreover, HOD 1 from School C considered instructional leadership to be management that focus on curriculum and instruction when she stated the following:

Instructional leadership refers to the management that focuses on the quality of curriculum and instruction in schools. With this leadership approach, priority is put on regular monitoring of teaching and learning, curriculum delivery and on the allocation of resources to promote academic progress.

From the responses above, it can be deduced that most of the participants, including the principals viewed the principal to be responsible for managing the curriculum and facilitating curriculum changes. One of two reasons can be derived from this: firstly, it is possible that the principals in these schools were very involved in curriculum matters, especially in managing curriculum changes or secondly, it may be that the participants used this as a platform and opportunity to subtly indicate that this is what they wish from their principals. When it came to characterising themselves as instructional leaders through indirect questioning, principals responded and described their duties as instructional leaders in various ways. Two of the four principals were comfortable seeing themselves as instructional leaders, while the remaining two principals hesitated in acknowledging that they were instructional leaders. It seems that the two principals that hesitated were worried that they would be expected to be knowledgeable on all curriculum matters across the school.

This was determined by the following responses:

Well, I guess principals are seen as instructional leaders but we also fulfil other roles and responsibilities. I know it is expected of me to manage the curriculum and facilitate curriculum changes but if I have to just do this, then who becomes responsible for the daily operations of the school (P1).

Uhhh…I really do try to get involved in the curriculum. I ensure that my staff get the necessary training. I rely on my deputy principal to oversee all instructional matters. When curriculum changes are introduced, I rely on my deputy to handle everything (P2).

Principals were further asked how they set about facilitating curriculum changes in their school. The following similar responses were received from P 1, P2 and P4:

P1 of School A emphasised working in collaboration with her SMT and head of academics in matters related to curriculum changes as well as ensuring that staff receive the necessary support and training when curriculum changes are introduced:

At my school, when the curriculum requires changes, we view changes first as SMT and then as a staff. We have open and honest discussions about the pros and the cons. We discuss the need to train staff, provide extra support to those who need it and then we access and evaluate the success and failure of its implementation. I work in collaboration with our head of academics who oversees all curriculum management activities at the school.

While P2 of School B had a similar response, she alluded to encouraging teamwork and collaboration when facilitating the curriculum change process:

I remember the SMT spent days working through the various key changes that impacted on staffing, timetabling and on the school's teaching and learning policy. So this involved a lot of planning and coordination. Each one of us on the SMT was responsible for some aspect in the curriculum facilitation process. I remember, I was responsible for the timetable and ensuring that teachers were sufficiently qualified and skilled to teach the particular subject assigned to them. We all worked as a team to deliver the National Core Curriculum. We introduced complementary learning opportunities to enrich current curriculum and where possible place greater emphasis on the add-ons. Everyone had a role to play, including the teachers.

One of the roles of principals as instructional leaders is communicating curriculum changes to the teachers and providing them with the necessary support and guidance. This view is highlighted by P3 of School C who shared his experiences in facilitating curriculum changes as follows:

Okay, so generally when the Department introduces curriculum changes we are usually the first people the curriculum changes are communicated to. This happens at a principal's meeting or workshop. It then becomes our responsibility to take this back to the school. I first call up a meeting with my School Management Team where we discuss the intended or proposed changes. We break it down into smaller sections for easy referencing and understanding. The School Management Team then shares the changes with the staff. The HODs in each subject area or phase is responsible for ensuring the curriculum changes are understood and implemented. The Deputy will ensure that the curriculum changes are reflected in the planning and assessment and assist the teachers should they experience any difficulty. What works quite well is setting up time slots where each subject is given priority. At such brain-storming

sessions which I sometimes facilitate, teachers share their experiences, their challenges and benefits of the curriculum change. At these meetings, teachers get a better understanding of the intended curriculum change as they have the opportunity to discuss the curriculum delivery process and how they can effectively implement the intended curriculum changes.

From the above responses, it is evident that P1, P2 and P3 gave some indication that they were involved in the curriculum change process at their school. P4 alluded to various managerial functions that she performed however, she made little reference to her role as instructional leader in facilitating curriculum changes. This principal alluded to the fact that she involved herself in various teaching and learning functions, but it seemed to be more on a superficial level.

When looking deeper into the response from P1, it is clear that while the monitoring of curriculum delivery and changes was carried out at School A, the principal did not reveal that she was directly involved in the curriculum change management activities. In fact, it is clear from the responses from P1 as well as my observations that the head of academics at the school seem to be the person responsible for facilitating curriculum changes at the school.

P1 admitted to the fact that she only engaged in instructional leaderships tasks when she had the time and this is confirmed in the following extract:

> Well, I try to do walk-around, as well as pop into classes when I get the opportunity. I occasionally sit in on faculty/phase meetings and I make an effort to get feedback on the appraisals carried out twice a year. The curriculum is reviewed regularly and this is done in collaboration with the head of academics and the School Management Team. I believe that it is important to communicate a clear vision and goal to ensure innovative teaching and learning practices. Formal tasks are pre-moderated and post-moderated to ensure quality of tasks and consistency of marking. Teachers are sent on various workshops to enhance their teaching skills. Learners' books are checked by the School Management Team at least once a term to ensure regular and consistent marking and that corrective work is being done. The head of academics is instrumental in facilitating curriculum changes at the school. I depend on her efficiency and experience in this area.

Literature on instructional leadership indicates that most researchers define instructional leadership in terms of the influence the principal has on managing curriculum changes. When studying the responses of the four principals, they indicated that they felt that an important part of their duty as principals was in fact to be involved in curriculum matters in their schools. In the theoretical framework adopted for this study, instructional leadership involves how principals execute their roles towards promoting growth in teaching and learning (Mestry, 2013; Ifeoma, 2013; Du Plessis, 2013). These actions include the principal's strategies and decisions focussed on the realisation of effective teaching and learning, supervising and evaluating instruction, providing a safe learning environment, motivating teachers, providing professional development and curriculum development. This means, through instructional leadership, the principal provides direction, resources and support to teachers and learners when it comes to facilitating curriculum changes. I discovered that although the principals understood the concept of instructional leadership and the need for them to be fully involved as instructional leaders in managing and facilitating curriculum changes, this was seldom practiced by the principals. This was demonstrated through their responses as follows:

P1asserted that her days were consumed by administrative duties and admitted that she lacked training and skills when it came to facilitating curriculum changes:

> In order for me to succeed in managing curriculum changes, I need to be trained, work-shopped and acquire variety of skills. Generally, my school days are consumed with administrative duties, dealing with learner issues, parent queries and complaints and the everyday operations of the school. I unfortunately do not always have the time to ensure that my staff are implementing the proposed curriculum changes effectively.

P3 held a similar view and stressed on the fact that he struggled to fully grasp the different subject matter due to time constraints:

> Unfortunately, I do not have the time or the expertise to fully comprehend all subject matter to offer my support when it comes to changes in the curriculum. A change in the curriculum calls for a complete revamp of current systems and sometimes it is just too much to handle. I barely have time in the day to see to the day-to-day operations of the school. Further, the amount of administrative work required by the GDE is sometimes overwhelming.

Similarly, the focus group discussions conducted with SMT members and teachers showed that they were frustrated by the lack of support and training they get from their principals and this is highlighted by HOD 1 from School A who made the following comment:

> While we as teachers rely on the support of the principal, this is often difficult as our principal's time is consumed by administrative duties and dealing with issues that are not the responsibility of the principal. If I have to be honest, there were always misunderstandings when it came to changes in the curriculum. This is because we do not get the required guidance and support. We certainly lack proper structures and proper training that allows for effective curriculum management. It is really frustrating at times.

DP, of School B concurred with a similar view:

> Well, you see, principals now days have no time to get involved with what is happening in the classroom. Our school does not have the luxury of having someone to oversee each department like you have in some schools. The principal has to oversee everything. The principal has to deal with staffing, teacher absenteeism, underperforming staff, parent complaints and the list goes on. How can we get around this? In fact, our principal has very little knowledge when it comes to curriculum matters. She has never had the time to attend cluster meetings, go for training or sit in on internal subject meetings.

The role of principals as instructional leaders in facilitating curriculum changes includes motivating teachers, taking into account their views and feelings and involving them in the curriculum change process. I argue that principals as instructional leaders need to have a thorough knowledge of the changes in the curriculum to enable them to support its implementation. However, the principals in this study placed little emphasis on their role as instructional leaders. HOD 1 of School D responded quite emotionally when she voiced her frustrations:

> The principal is unable to take responsibility for the facilitation process which is one of the prerequisites for the successful implementation of curriculum changes. She is unfortunately, overloaded with paperwork and dealing with the day-to-day operations of running the school. We are left in the dark when new changes to the curriculum are introduced. We all wish to voice our opinion and points of view when new changes are introduced and all we want is for someone to listen to us and acknowledge our

feelings… you know implementing curriculum changes is not a simple task. It requires great deal of planning, it requires additional resources and it requires time to grasp the new skills and concepts introduced in a particular subject.

My observations confirmed this and I found that while the principals acknowledged that the importance of managing curriculum changes and accepted that in their role as instructional leaders, they bore responsibility for this, the teachers, deputy principals and HODs hesitated to confirm that the principals in their schools were actively involved in facilitating curriculum changes, outlining their role a bit differently than the principals. From the responses of the teachers, HODs and deputy principals there was an indication that they feared being judged or confronted when they had to respond to questions related directly to their principal. Most of the non-principal participants felt the need to cover-up and explain why their principal was not involved in the curriculum while also indicating that they seek the support and guidance from their principals when it comes to implementing curriculum changes.

Findings emanating from my analysis of academic reports indicated that the academic result over the last 5 years in each of the participating schools show an average pass rate of 96%. However, looking deeper into the academic analyses it was clear that the quality of passes was of concern, more especially in School B and C. The inference that can be drawn from this finding is that if a principal is not prepared to monitor and facilitate curriculum changes, and does not show interest in assessments, then learner performance will suffer. In addition, it was interesting to note that without the fear of being judged, P2 and P3 confirmed that they do not get the time to supervise and evaluate assessments.

P2 confirmed the above statement by stating:

> Curriculum change often brings additional responsibilities, at least, initially. We often see changes in the assessment guidelines. It is physically impossible to get acquainted with all the changes to the assessment requirements in each subject matter. This requires my time and it requires intense planning.

P3 admitted that she had limited knowledge of assessments even though her function was to approve tests and exam papers.

> All test and exam question papers do come to me for final approval so I do get the opportunity to scan through them. I would like to get more involved with the pre-

moderation and post-moderation process but unfortunately I have to be honest, sometimes I do not have the assessment knowledge across all the subjects to give my advice or support. I recall that when the RNCS was introduced we all had to attend compulsory training. I made an effort to familiarise myself with the requirements in most of the subject areas but then not too long after, the CAPs policy was introduced. Does it ever stop? Will it ever stop? Our responsibilities and duties as principals have since changed. It gets more and more difficult trying to keep abreast of changes in the curriculum.

The different responses from principals in this study reveal that, although there appears to be some instructional leadership capacity in monitoring assessment changes in the participating schools, it is not consistent or certain. From the minutes of the staff meetings held at schools A, B, and D it can be deduced that the principals have very little involvement in assessment matters. This confirms literature findings as stated by Roekel (2008:01) that if schools are to progress, the principal cannot allow daily duties to interfere with their leadership role in the management of the curriculum and assessment.

Despite literature advocating the importance of the role of principal as instructional leader in facilitating curriculum changes, Davis et al. (2005) argue that, in practice, few principals are actively involved in the curriculum change processes. They engage on a daily basis on a wide range of management and administrative duties that cannot be avoided or ignored. The above literature finding was confirmed by an analysis of the minutes of staff meetings, participant observations as well as responses from the interviews held at the participating schools.

The findings reveal that the majority of participants understood that the principal's main role and responsibility should be related to instructional leadership. This supports McEwan's (2003) assertion that effective schools do not just develop by themselves, but are developed by the instructional leadership of principals who create a school climate that is conducive to teaching and learning and who are excellent visionary communicators (See section 2.17.2). The overall findings from the research around this category indicate that principals' lacked the conviction that they, as instructional leaders, were responsible for facilitating curriculum changes and this further tells us more about their poor understanding of the nature and essence of instructional leadership.

4.3.1.2 Roles and responsibilities of principals in managing curriculum changes

Emerging from the data, the principals revealed that curriculum changes introduced over the last decade has brought about and imposed additional roles and responsibilities and added to the significant challenges they already experienced. Responsibilities related to curriculum facilitation amounted to: confronting curriculum demands; implementing changes at various levels of the schooling system; positively influencing teacher attitudes towards curriculum change; preparing teachers to embrace curriculum changes, teacher training; and changing teaching and learning policies to reflect the newly introduced curriculum changes. Here, Stringer and Hourani (2015:09) points out that the principals' roles are now multi-dimensional that encompass complex duties and responsibilities.

The findings of this study depicted that principals essentially describe their functions as managerial with very little emphasis on curriculum matters. This finding concurs with Hargreaves (2009), who states that principals grapple with discarding their managerial role for instructional leadership role. Taylor, Van der Berg and Mabogoane (2013) on the other hand assert that the main role of a principal is that of an instructional leader who is responsible for ensuring that effective teaching and learning takes place and that curriculum changes are implemented successfully.

Extracts presented below suggest that both, SMT members and teachers where emphatic in their argument that principals need to be instructional leaders. T3 from School A maintained that:

> Instructional leadership, I believe are all the actions that the principal engages in, in order to promote quality teaching and learning.

Furthermore, in response to the question: "Who do you consider should assume the role of instructional leaders at your school?" HOD 1 from School B emphatically stated:

> The Headmaster [principal] should assume this role. He or she is the most senior official expected to provide leadership and direction to the school. He or she is expected to inspire change and influence the school as any change process begins with him or her.

This shows that the participants in the focus group mostly felt that principals should assume the role as instructional leader. Participants in the focus group were asked to describe what

they perceived to be the core roles and responsibilities of the principals at their schools. Most of them mentioned the following:

- attending to daily administrative duties;
- attending to the management of financial resources;
- seeing to building and maintenance issues;
- dealing with learner discipline;
- attending to meetings with parents.

The notion that principals mostly play a managerial role was validated by most of the participants as they pointed out different duties carried out by the principal that were not directly related to the management and facilitation of curriculum changes. Further evidence suggest that the four principals spent most of their time on managerial issues rather than on instructional duties, this was retrieved from the various minutes of meetings in the four schools. The following statements reflect this:

> I cannot be disturbed today as I have meetings with parents scheduled for the entire day. (P1)
>
> I have two disciplinary hearings today. (P3)
>
> I will be meeting with the plumber as the pipes are rusting. (P4)
>
> Furthermore, I sometimes only see our principal on a Monday morning at our staff meeting, she is always busy in her office (T1, School C).
>
> Mrs X (P4, School D) is always in meetings. You have to make an appointment to see her (T2, School D).

Recent literature confirms that one of the principal's instructional responsibilities is to be involved in supervising and monitoring the curriculum (Mestry, 2013; Naidoo & Petersen, 2015). Further, the demands of the principal's tasks are complex and demanding, captured in the statement by P1:

> Generally, my school days are consumed with administrative duties, dealing with learner issues, parent queries and complaints and the everyday operations of the school.

The demand for principals to be instructional leaders is highlighted in the literature review above (see section 2.3). It was however evident from the responses by most participants that instructional leadership did not fall within the ambit of principals hence more and more demands fall on the shoulders of current principals to practice instructional leadership.

Furthermore, participants in the focus group interviews were asked if they regarded their principal as an instructional leader and whether or not they believed that their leadership practices had any impact on the facilitation of curriculum changes. All the participants, except two teachers, T1 from School A and T1 from School B disagreed that the role of instructional leader is the sole responsibility of the school principal. Their feelings were expressed when they stated the following:

T1, from School A emphasised the instructional role of the HOD:

> Mmm, I too would have to answer differently. I strongly believe that it is the role of the HOD with the guidance of the principal. The HOD spends most of her time collaborating and working with teachers and learners. Therefore they are in the best position to assume the role of instructional leader.

T1, from school B expressed similar sentiments:

> I think that the person who is regarded as an instructional leader, it can be any person in a management position, like the HOD, Deputy Principal or the Principal. Reason being is that they have all the power to run and give direction to the school and ensure that teaching and learning is taking place, effective teaching and learning.

In support of these two teachers' views, Fulmer (2006:110) argues that it is impossible to look to the principal alone for instructional leadership, when instructional leadership is everyone's work. Findings revealed that while the principals in the study agree that they need to be more involved as instructional leaders and less as managers, they find that this paradigm shift is often difficult for them to come to terms with as they are already feel engulfed by the amount of managerial and administrative tasks that also consumes their time and focus. Bush and Heystek (2006) indicate that many principals neglect their instructional leadership role and tasks, because of too many interruptions and a seemingly endless stream of administrative and managerial issues divert their attention (Blasé et al., 2010:4; Goslin, 2009:15). When asked to narrate the challenges and successes in this regard, it was disturbing to note that all four principals tend to overlook their instructional leadership role in facilitating curriculum changes and seem to be engaged in a variety of day-to-day activities. These activities include attending to learner discipline, attending to parent issues, administering paper work, monitoring the maintenance of the physical environment, to mention but a few. This confirms the findings of Naidoo and Petersen (2015: 6) who revealed that most of the time principals view their work to be that of an organisation's manager. In

support of this, Bush and Heysteck (2006) and Mestry et al. (2013) assert that South African principals, in particular, are too busy attending to administrative duties at the expense of curriculum and instruction. I would have to argue that until principals acknowledge that they have to assume an instructional role in their schools, learner achievement will not be attained. Another key finding that emerged from the responses regarding the roles and responsibilities of principal as instructional leaders is that it has changed dramatically over the last decade. The complex role and responsibilities of the principals advocated in the above discussion are highlighted in the literature review above (see sections 2.5 and 2.6). A greater emphasis is placed on principals to be experts in the facilitation of curriculum changes.

4.3.1.3 Managing the instructional programme

Drawing on Weber's (1996) model of instructional leadership (see section 2.15.1.3), the principal as instructional leader works with teachers in areas specifically related to educational developments, curriculum, and instruction (Hallinger, 2009; Hallinger & Murphy, 2013). Principals are expected to involve their teachers in managing the instructional programme in order for them to create ownership of the changes in the curriculum and to gain a deeper understanding of the objectives of the curriculum programme and implementation. Furthermore, principals need to have a thorough knowledge of the changes in the curriculum to enable them to support its implementation. Murphy, Elliot, Goldring, and Porter (2006) support this argument and state that principals in effective schools have broad knowledge about curriculum matters and are closely involved in the school's curricular programme.

It surfaced from the interviews in this study that principals knew what a structured instructional programme entailed. The following are some of their responses:

> Developing instructional skills through feedback sessions held after class visits, book control and other forms of teacher evaluation (P1).

> Providing effective professional development programmes (P3).

> Ensuring that teachers are at the centre of instructional improvements by motivating them and providing resources so that the curriculum is effectively implemented (P2).

> Providing support and guidance to the teachers (P4).

From the above responses it emanated that while principals knew and understood what a structured instructional programme entailed they did not have the time to manage the instructional programme. Commenting on the instructional programme, the principals at schools B, C and D concurred that it was also tough and challenging to manage the instructional programme especially given their limited time in the day. It is therefore deemed important to take into account that principals as instructional leaders must be given meaningful time to fulfil their instructional duties and attend to curriculum matters.

From the focus group interviews, participants echoed similar sentiments that if principals as instructional leaders are to be seen as key role-players in facilitating curriculum changes in schools, they need to take responsibility for managing and structuring the school instructional programme at their schools. It was evident from views expressed by most participants that the management of the curriculum and instructional programmes is not a shared responsibility among principals, deputy principals and head of departments. This view is highlighted by Teacher 1 in School A as follows:

> In our school, it is not the principal that manage, monitor, supervise and evaluates the curriculum and instructional programs…but it is the heads of departments and deputy principal. Mostly the head of department and the deputy principals are the ones checking teachers' weekly lesson plans.

Similarly, deputy principal from School B stated:

> Managing, and facilitating curriculum changes and the instructional programme should be a collaborate effort of the principal, HODs, deputy principal and teachers.

Furthermore, the principal from school D stated:

> I used staff meetings which are held on Mondays to update the staff on curriculum matters and changes, to clarify uncertainties and motivate them.

The findings in a study conducted by Hoadley, Christie and Ward (2009) of 200 schools on managing instructional leadership in South African secondary schools, correlate with management of curriculum and instruction findings of this study. Their findings revealed that only 17% of principals saw their involvement in curriculum and instruction as their main task whereas majority of the principals stated that this was the responsibility of the school management team.

As highlighted in the literature review (See section 2.15.1.1), Hallinger and Murphy (1985) proposed a complementary model for defining and measuring the instructional leadership role of the principal known as the Principal Instructional Management Rating Scale (PIMRS) model. The PIMRS model proposed three dimensions in the instructional leadership role of the principal: Defining the school's mission; managing the instructional programme; and promoting a positive school learning climate (Hallinger & Murphy, 1985). Managing the instructional programme involves the principal managing the technical core of the school. This dimension incorporates the leadership functions of supervising and evaluating instruction, coordinating the curriculum and monitoring learner progress. Principals are expected to share these instructional leadership responsibilities with teachers and SMT members however the framework details that the overall management of the instructional programme of the school is considered to be a key leadership responsibility of the principal. From the foregoing evidences on the management and monitoring of curriculum changes it is revealed that this was mostly left to the deputy principal and HODs. This implies that the principals were not directly involved in the facilitation of curriculum changes at their schools. This can hamper the provision of quality education. This brings us to the next theme of discussion, which focuses on how collaboration works in the education system.

4.3.2 THEME 2 – Collaborative Cultures

Shaping and building a school's collaborative culture is a complex process but is perceived as an important role of the principal in ensuring that curriculum changes are effectively implemented. In light of this, six categories were distinguished which could foster collaborative cultures: distributive leadership, collaboration, communication, motivation, teamwork and organisational structures.

4.3.2.1 Distributive Leadership

It is evident from the response of the interviewees that managing curriculum changes effectively requires distributing certain curriculum tasks and activities. In a study researching curriculum planning in secondary schools, Ifeoma (2013:251) found that there are some curriculum planning tasks which principals need to distribute in order to avoid becoming overburdened and overwhelmed by the complexities in their instructional leadership roles. Further, according to Hallinger and Heck (2010), the distribution of responsibilities

empowers and encourages broad participation in decision making, and fosters shared accountability in respect of curriculum change management in schools. P2 provided a meaningful explanation of why she finds it important and necessary to distribute some of her leadership tasks.

> I have to distribute some of my instructional duties because of the complexity of tasks required in facilitating curriculum changes. School management should be about leadership and empowerment and the SMT plays an integral role in this process. I believe that it is important we empower staff and potential future principals and leaders. It is difficult to have my hand in everything.

Harris and Muijs (2003:441) state that the leadership in today's complex environment requires the efforts of many rather than a few to create change. They further add that principals as leaders are required to build on a new professionalism based on the principles of trust, motivation, empowerment and support. A general view expressed by the principals who participated in the study was that with their expanding responsibilities, distributing tasks to teachers and SMT members was necessary especially when it came to the facilitation of curriculum changes. The complex nature of the principals' roles and responsibilities in facilitating curriculum changes and the need for them to delegate certain tasks is summarised by P1 as follows:

> As an independent school we are fortunate to have a head of academics who sees to most if not all curriculum matters. There is so much of planning and preparation that goes into implementing curriculum changes. Firstly, one needs to understand the changes, place the proposed changes into context and allocate resources. I trust my SMT completely and delegate most of my instructional leadership responsibilities. Generally, my school days are consumed with administrative duties, dealing with learner issues, parent queries and complaints and the everyday operations of the school.

What I found to be quite contradicting was that while the principals claimed to delegate responsibilities to the SMT to empower and develop them, SMT members felt excluded from the curriculum change planning process. HOD 1 from School A was critical of the curriculum change planning process at his school and expressed his view as follows:

> Being on the SMT, I think that it is important that we are trusted to manage, for example, the curriculum. When a curriculum change is to be implemented, we are not

conveyed the full information. We are not involved in the planning of a change. We just get written emails that a change has been made and we need to see that it is implemented.

My observational notes further conformed that principals merely delegate duties and responsibilities without being practically involved in the curriculum change process. Careful analysis of all the minutes of staff and management meetings reflect a failure to demonstrate an indication that principals planned workshops for teachers when curriculum changes were introduced; planned and prepared curriculum budgets, planned with their deputy principals regarding curriculum matters or initiating curriculum debate with their staff.

The findings derived from the review of relevant literature on leadership development together with the findings in this study confirm that distributive leadership is viewed as an important aspect of the instructional leadership role of school principal in effectively facilitating curriculum changes. Furthermore the quality of the interactions between the principal and the school management team and teachers may contribute towards facilitating curriculum changes effectively. It is therefore necessary for principals as instructional leaders to provide a supportive, collaborative environment, to provide structures for effective communication and to direct decision-making on curriculum changes at school level. This is discussed in detail in the following category.

4.3.2.2 Collaboration

Kouzes and Posner (2001) state that principals' as effective instructional leaders are responsible for encouraging and creating opportunities that accommodate collaborative activities. Effective structures for collaboration (see section 2.16) will ensure that collaborative activities are well co-ordinated but more especially, principals will value and respect contributions made by members of the SMT in facilitating curriculum changes. This will encourage principals to delegate and share responsibilities.

P1 shared her sentiments on the importance of developing effective structures for collaboration:

> Mmmm…. As principal, I play a pivotal role as instructional leader in implementing effective structures for collaboration. If the principal is able to facilitate curriculum changes and co-ordinate collaborative activities then it can be assured that effective teaching and learning takes place.

This sentiment is shared by the DoE (2004:6), stating that due to curriculum changes, curriculum facilitation and management in schools has to be more open, democratic and participatory, involving principals and teachers working in collaboration. P2's utterances also align with the above statements:

> Collaboration is good, it is certainly necessary as it ensures accountability by the principal and SMT and teachers to. But, if not properly and carefully managed it can result in ineffective implementation of curriculum changes…collaboration requires skill and practice.

P1 also emphasised the importance of collaboration between the principal and SMT members as follows:

> The two cannot function without each other. Mutual support and trust must be earned in order to secure a functional working relationship.

P2 added that curriculum goals can be achieved through collaboration commenting as follows:

> Collaboration is a key component to ensuring effective facilitation of curriculum changes. As a staff we all should have one goal and we all need to work together and strive towards achieving that goal.

When analysing the responses of the SMT it appears that their responses regarding the issue of collaboration differed from that of the principals. They felt that there is a lack of collaboration between the principal and SMT. They indicated that, on many occasions, the SMT were excluded from instructional responsibilities related to the curriculum change process. They further claimed that principals are not willing to share their power and duties. HOD 1 from School A commented as follows:

> The principal excludes us from certain decisions taken when it comes to curriculum changes; Teamwork is not always encouraged at the school; there is no open communication; and our skills in assisting in curriculum change planning are not recognised.

The impression I got from the above response is that, although some principals claim to have a collaborative working relationship with SMT members and teachers in facilitating curriculum changes, this is not always the case. I believe that SMT members tend to hide their true feelings for fear that it may result in conflict. My observational notes provided sufficient

evidence that contrived collaboration is rife in schools. For example, in School B, when asked by the principal in a SMT meeting, "I think we should dedicate one period a week to developing learner's thinking skills, how do you feel?" SMT members agreed with the principal because this is what they thought the principal wanted to hear. Thus, SMT members collaborated in an artificial manner because their feeling of dissonance forced them to agree with the principal's decision. Furthermore, most of the participants found that it was difficult to find common times with all the relevant stakeholders to engage in curriculum change planning. This finding was also corroborated with my observations that there were very few records of meetings with the teachers and SMT regarding curriculum change planning.

4.3.2.3 Communication

Communication is referred to as the way in which the various subsystems of the school links up with one another (Davidoff & Lazarus, 2002). In this study, the focus group interviews conducted revealed that the lack of effective communication was one of the major reasons for the poor relationship between the principal and SMT in facilitating curriculum changes. Bisschoff (1997:104) asserts that communication needs to be used to create organisational structures, delegate, coordinate, establish relationships, motivate staff, and exercise control. It was pointed out frequently that teachers were not part of the curriculum change planning programme. "We are not always consulted when it comes to implementing curriculum changes" (HOD1); "The recent curriculum change was trust upon us and we teachers had to just comply"(T1) are some of their responses when asked about their involvement in curriculum change planning.

HOD 1 from School A expressed his frustration regarding the lack of communication between management and staff stating the following:

> It is often very difficult to get hold of the principal or deputy principal for that matter. They are often in meetings and when they are available we are teaching. Finding a common time to approach the principal or deputy principal is practically impossible at times. As a result, we eventually do what we think is right without any guidance or support, eventually conflicts are bound to arise. At the end of the day, it is our learners that suffer the consequences.

What emerged from the responses above with regard to communication was that there is a significant lack of appropriate and essential communication resources when curriculum

changes are introduced. My observations indicated that there is also very little effort on the part of the principal in ensuring that curriculum changes are effectively communicated to the staff.

4.3.2.4 Motivation

According to the principals in the study, keeping staff motivated and focused on implementing curriculum changes is not simple or straight forward. It requires planning, effort and time. P3 was adamant that motivating staff is a full time job and claimed that the frequent curriculum changes are the reason for the low staff morale.

> Keeping staff motivated is a full time job. I sometimes don't blame them for their low morale. Look at how many curriculum changes we have had in the last 5 years! Teachers are constantly expected to go the extra mile, they are subjected to frequent curriculum changes, overcrowded classrooms and learner discipline problems. (P3)

> I am constantly motivating my staff especially when curriculum changes are introduced. Happy staff means happy learners. Giving the occasional pep talks, inviting motivational speakers and giving incentives sometimes help. The key to successful curriculum changes implementation, I believe is having a motivated staff. (P2)

In this regard, P4 acknowledges that her approach of constantly motivating staff and as she puts it "stroking their egos" has led to her getting them more involved in curriculum change activities.

The excerpt below further details her opinion on the matter:

> You need to stroke people's ego because if you don't, it doesn't find you in a good place. I learnt that the hard way as well. Because of how I treat people, I had 98% of the staff behind me when the CAPS curriculum was introduced. Like I said, if you stroke their egos correctly, those staff that resist change start coming around and working together.

Reflecting on the above responses regarding staff motivation as well as my observational notes I am utterly convinced that P3 sees staff motivation as a burden. I noted his negative body language when responding to the topic of staff motivation. P2 on the other hand appeared to be sincere when stating that "happy staff means happy learners". I have to argue

that P3 merely looked at motivating staff for her own gain as she over emphasised "stroking teachers' ego" which I found   be undermining and derogative.

The findings that emanated from my observations revealed that the positive nature of the teacher-principal relationship has important consequences for teacher motivation and the creation of a positive environment in which effective facilitation of curriculum changes takes place. According to Masuku (2011), teachers that display a low morale and self-esteem and who receive little rewards or recognition are more likely to lack the motivation to embrace curriculum changes. Furthermore, I had the opportunity to witness the principal at School D conversing with one of her teachers who was relaying her frustration after attending a cluster meeting. The cluster meeting discussion placed new demands and expectations in the teacher's subject. I could ascertain from observing the principal's body language and listening to her response that she was empathic and concerned with the wellbeing of her teacher. In addition, what transpired from this entire episode was that understanding how to help teachers while maintaining a positive emotional state of mind is necessary for a principal as instructional leader to effectively carry out his/her duties. I was however concerned about the teacher's low level of motivation in Schools B and C, because without the passion for implementing successful curriculum changes, performance in schools will be affected and learners will be the ones to suffer.

I argue that school principals as instructional leaders should be able to inspire, motivate, challenge and support teachers to achieve the desired curriculum objectives. This argument is supported by Marishane el al. (2011) in the literature review above (see section 2.12. 5).

4.3.2.5 Teamwork

According to Cohen and Bailey (2007:239) teamwork consists of a collection of individuals who are interdependent in their tasks, who share responsibility for outcomes, who see themselves and who are seen by others as an intact social entity embedded in one or more larger social systems, and who manage their relationship across organisational boundaries. Findings in this study confirm that by teachers and SMT members working in teams they support one another by giving constructive criticism, advising on problems experienced, come up with corrective measures, encouraging perseverance and sharing of ideas.

What emerges from the interviews is that teamwork plays a major role in the effective facilitation of curriculum changes. There was a common understanding among participants that principals, SMT members and teachers need to work together as a team in order to ensure that curriculum changes are managed effectively. Principal 1, 3 and 4 spoke extensively of effective teamwork which, according to them contributes meaningfully to the effective facilitation of curriculum changes. In response to the question: Have you experienced any problems/obstacles in working together with the SMT in facilitating curriculum changes at your school, P2 responded as follows:

> It is quite frustrating when SMT members don't cooperate and are not willing to work together when it comes to facilitating curriculum changes.

Findings from this study reveal that there seems to be disagreements between the principal and SMT members when it comes to the facilitation of curriculum changes. I am of the opinion that while some principals see the participation of the SMT in facilitating curriculum changes as beneficial, they are at the same time concerned that SMT members are not willing to work together.

It further emerged from the observations that principals make decisions without consulting the SMT. It was noticed that P1 excluded her SMT from broad decision-making. Furthermore, an analysis of SMT meetings indicated that three out of the four principals made the final decision even though they may have had resistance with regard to certain curriculum decisions taken. This lack of collaborative discussions is evident in P1's response to one of her Grade 3 teachers who requested cutting down on the number of assessment tasks set per term after attending a cluster meeting. P1 made the final decision without listening to the teacher's point of view and reasons to wanting to make a change.

> I think it is best we continue with setting three assessment tasks per term for each of the learning areas as we have always done for the Grade 3's.

Further, emanating from the interview responses, it was quite evident that without the support of the SMT and taking into account their viewpoints, principals are severely hampered in fulfilling their role as instructional leaders in facilitating curriculum changes. All four principals felt that conflict between the SMT and principal is as a result of insufficient insight and knowledge of the duties and responsibilities of the principal and SMT members when it

comes to facilitating and managing the curriculum. P4 vented her frustration claiming that her SMT fail to understand their role and responsibilities:

> Some of the SMT members believe that they can run the school better and if you confront them and set boundaries, they get angry and threaten to take you to the Department.

The findings from the interviews and minutes of meetings of School A and D evoked a concern that the strained relationship between the principal and the SMT impedes the effective facilitation of curriculum changes. The principal of School C was adamant that his SMT have distinct roles within the organisational structure of his school.

> SMT share a common set of values, beliefs and norms. There is a definite organisational structure that determines the roles performed by individuals in managing curriculum change.

Contradictory to P3's response above, I found that SMT members interviewed in this study revealed that their role is not fully understood. HOD 1 from School D commented strongly regarding the roles and responsibilities of the SMT at her school:

> There is also a clear lack of understanding and distinction in the roles and responsibilities of the SMT and the principal. Also the workload and responsibilities of SMT members are not distributed fairly.

Within this context, T1 in School D asserted:

> There are sometimes disagreements over curriculum change. The principal lacks knowledge and skills on curriculum planning which is no fault of hers as she spends most of her time on administrative duties. There are often disagreements between the SMT and principals when it comes to managing curriculum changes.

Teachers generally look for the support of their principals especially when there are changes made to the curriculum. I argue that a supportive principal is one who gets involved in all aspects of facilitating curriculum changes and is primarily focused on providing quality education. T2 of School D explained that when principals are involved in curriculum matters they are able to understand the concerns and struggles teachers experience when it comes to implementing curriculum changes:

It would be great if Mrs X (P2) understands our concerns and struggles when it comes to implementing curriculum changes. This is only possible if she works with us on matters involving the curriculum from the time curriculum changes are proposed to the time it is implemented in the classroom.

The response of the principals claiming that they guide and support their staff during the curriculum change process was not something that came to the foreground during the focus group interviews. From the teachers' responses in the interviews, it was highlighted that P1and P4 still prescribe and dictate what should be done and consensus is not reached by the SMT when making curriculum change decisions. It is concluded that these principals do not believe in sharing a common set of values or believe in participatory decision making when new curriculum changes are implemented.

Naturally, when teachers and principals work together on curriculum matters, the entire climate of the curriculum implementation process is strengthened: the teachers feel more united in working towards common curriculum objectives; they express more satisfaction with the changes in the curriculum, and get more involved in the curriculum decision-making process (Mestry & Singh, 2007; Bush et al., 2009:6). However, the principals in this study refuted that curriculum management was their primary responsibility and that they worked closely with the SMT on curriculum matters. It is deduced that without the necessary support from principals, curriculum change management will be an elusive concept that will never be realised. Jacobs et al. (2011) argue that teachers need constant support and guidance from their principals to effectively implement proposed curriculum changes. P4 argued that her SMT are reluctant to work as a team when curriculum changes are introduced mostly due to their lack of knowledge and skills:

School management team members are sometimes reluctant to work as a team mainly due to their lack of knowledge and skills in the curriculum. I certainly don't blame them as we receive very little support from the Department when curriculum changes are introduced. This makes my task in initiating teamwork strategies much more challenging.

However, HOD 1 from School C was of the opinion that the SMT at her school have a good working relationship:

Teamwork involves listening and responding to ideas and views expressed by others. We are fortunate to have a wonderful working relationship as SMT. We often work as a team. We also have an excellent principal who is very supportive and understanding.

What I found to be quite interesting in this study is the fact that the SMT members have different views about teamwork and it can be concluded from the above quotes that the principal as instructional leader plays a significant role in providing opportunities for collaborative teamwork when it comes to managing curriculum changes. From my observational notes, entries verify findings revealed from the interviews that principals and the SMT do not always work as a team. Evidence indicates that the reasons for not working as a team include reluctance, time constraints, lack of trust and the inability of the principal, as leader to initiate opportunities that allow for teamwork.

This research also corroborates the fact that working as a team means working together in an organised and systemic manner to ensure that the intended changes in the curriculum are successfully implemented. Cardona and Wilkinson (2006:34) state that each team member have their own personality and bring to the task particular skills, knowledge and experience, which are unique from those of other team members. Principals are therefore responsible for initiating teamwork so that SMT interact with one another in a coordinated and structured manner when facilitating curriculum changes.

It can be concluded that the complexity of the role of the principal as instructional leader and facilitating curriculum changes as a required responsibility makes it difficult for them to perform this role on their own. This therefore necessitates distributing curriculum management tasks and ensuring effective collaboration, communication, motivation and teamwork between the principal, SMT and teachers to formulate and agree on common curriculum change management goals for the school. Furthermore, effective organisational structures ensure effective collaborative activities as well as the smooth facilitation of curriculum changes across all levels within the school. The advantage of such collaborative activities is that combined contributions saves time and ensures that curriculum changes are effectively implemented. Organisational structures as the next category will now be discussed below.

4.3.2.6 Organisational structures

The school's organisational structure determines roles performed by individuals in facilitating curriculum change. Horng and Leob (2010) state that effective instructional leaders pay sufficient attention to developing organisational structures for schools in order to ensure improved instruction. Hallinger (2009) adds that principals create structures for better interaction with teachers when curriculum changes are introduced. The literature review on developing organisational structures for schools and its importance for principals practicing instructional leadership is discussed in detail in section 2.16 above. This category is directly linked to the first research question and it provides an explanation regarding the role that principals take on as instructional leaders in the facilitation of curriculum changes.

P1 indicated the importance of an effective organisational structure in the following manner:

> Mmmm…. As principal, I think I play a pivotal role as instructional leader in implementing effective structures for collaboration. If the principal is able to facilitate curriculum change and co-ordinate collaborative activities then a sound organisational structure must exist. Teaching and learning is the core business of any school. As head of the school it is not only my duty but my responsibility to ensure that the staff are supported when new curriculum changes are introduced.

A similar response came from P3, however he alluded to the fact that organisational structures define internal roles and responsibilities especially when curriculum changes are introduced:

> My SMT play a very important role in my school. They form part of the organisational structure of the school and know where their roles and responsibilities lie. Such structures ensure the smooth and efficient facilitation of curriculum changes, encourages collaborative communication and it leads to responsibility for and accountability of roles.

In contrast, T2 from School A indicated that an effective organisational structure does not exist at her school. She commented that most of the curriculum decisions came from the principal and that the principal instructs them on what to do. T1 from School A unequivocally stated the following:

> Unfortunately, I believe that it is very much a top-down approach. We are not always consulted when it comes to implementing curriculum changes.

T3 from School A very aptly summarised his understanding of a schools' organisational structure as follows:

> Instructional leadership has a hierarchy of levels in terms of who is responsible, what they are responsible for and who has the authority to make decisions. So in a school situation, you have the principal on top who is responsible for the instructional leadership at school level and is accountable to the Department of Education, then you have the SMT who is responsible for instructional leadership in their department, subject or phase. Finally the teacher is an instructional leader who is responsible for his or her planning at class level.

However, HOD1 from School A argued quite differently. He felt that a school's organisational structure need not be a hierarchy of levels:

> Yes, the principals should develop structures but structures can refer to curriculum committees, staff development teams and assessment teams for example. When curriculum changes are introduced, it is the role and responsibility of such teams to ensure that information, materials etc. are disseminated to the staff and that planning and monitoring takes place.

Findings indicate that setting up effective organisational structures assists principals in the process of facilitating curriculum changes and it involves teachers in the process of collaboration, teamwork and decision-making. In support of this finding, Ifeoma (2010:86) contends that the curriculum and the instructional leadership role of the principal is more appropriately configured as the facilitator of a process of collaborative enquiry, problem solving, and school development. All four principals spoke strongly on the importance of organisational structures in some way or the other. Effective structures for collaboration will ensure that collaborative activities related to curriculum changes are well co-ordinated. Moreover, principals will value and respect any contributions made by members of the staff. This will encourage principals to delegate and share responsibilities.

Participants in the study felt that equality and shared responsibility were identified as important components when facilitating curriculum changes. HOD 2 of School A described the importance of a good, working relationship with each other as follows:

A relationship of trust and professionalism is essential when facilitating curriculum changes. Teamwork and constructive engagement amongst staff contributes towards effective implementation of curriculum changes.

DP of School A responded positively regarding shared responsibility:

We work collaboratively, supporting, guiding and helping each other through the daunting but necessary process of implementing curriculum changes. There is a lot of hard work, planning, preparation and commitment between the SMT and teachers. There occurs a lot of research, reflection and experimentation which is on-going. We are patient with each other and understand that implementing curriculum changes is a gradual process but is a much needed process to promote quality teaching and learning.

HOD 1 of the same school however, disagreed with the DP when he remarked:

I would have to disagree. Effective communication and visibility of the SMT remains a huge barrier in facilitating curriculum changes. The relationship between the SMT and teachers has been severely strained because leadership is more a top down approach. This is conceived as autocratic as there is often no shared decision-making. Inquiry and improvement of learner's results have taken a back seat because of the flat delegation structure. Teachers and management do not meet on a regular basis to discuss our concerns and issues we experience in implementing curriculum changes.

These contradicting feelings towards shared responsibility indicate a discrepancy between the participants' utterances and their actual practice. My observational entries provided further evidence which proved that responsibilities regarding the curriculum change programme were not equally shared. Furthermore, after analysing the various minutes of meetings there were no clear evidence indicating that distributive leadership was successfully practiced in the participating schools. It is my contention that principals are able to practice effective distributive leadership when they develop organisational structures in their schools.

In order for the SMT and principals to carry out their functions in managing and facilitating curriculum changes, a collaborative culture must exist in a school. It can be summed up from the above discussion that the existence of a collaborative culture in a school is essential in ensuring that principals manage curriculum changes effectively.

4.3.3 THEME 3 – THE ROLE OF THE PRINCIPAL IN FACILITATING CURRICULUM CHANGES

Thurlow, Bush, and Coleman (2003:203) argue that strong instructional leadership skills are essential for curriculum change delivery and management. There is a body of literature that suggests that the leadership role of the school principal is critical for the effective facilitation of curriculum changes in schools and that principals lack the appropriate curriculum change management skills and training to cope with this task (Bush, 2007, Msila, 2008). Drawing on Weber's (1996) model of instructional leadership (see section 2.15.1.30), principals need to understand the value of effective management and leadership of the instructional programme. They do this directly or indirectly by supervising and evaluating instruction and monitoring learner progress. Harris (2010) suggests that the principal's knowledge about the management of change is important. In relation to this, Ibrahim and Al-Mashhadany's (2012) study found that 95% of principals in their study acknowledged the fact that they needed to change first if they were to be successful leaders of change.

Having analysed the participants' responses to the various questions posed to them, it is evident that principals lack the necessary skills and knowledge to effectively manage curriculum changes. In response to this statement, P1 confirmed that principals lack clear and practical guidelines from the DoE in order to effectively manage curriculum changes:

> While curriculum changes are important, they have to be managed effectively in terms of its implementation. We never get clear, practical guidelines from the DoE for leading the implementation process.

In a study conducted by Mohapi, Magano, Mathipe, Matlabe and Mapotse (2014) on exploring principals' reflections of curriculum management changes in South African rural primary schools it was found that new changes in the curriculum requires teachers, SMTs and principals to work democratically in delivering quality educational standards. Principals in the study of Mohapi et al. (2014) mentioned that they generally find it difficult to translate curriculum changes and reforms into practice and due to their demanding responsibilities; providing a supportive environment for their teachers is often challenging. This is what one of the principals in the study remarked:

> We are not adequately capacitated to perform our roles as principals and this inadequacy impedes our efficiency and effectiveness in managing curriculum changes

in schools, we are not given a platform to engage with the directives from the Department of Basic Education, we are not consulted when there are major changes within the education system, this limits our inputs on decision-making on key changes affecting schools.

It can be deduced from the above response that principals who have a thorough knowledge of the changes in the curriculum are able to support their teachers in the implementation process.

According to Glantz (2006:33), principals need not be experts in curriculum matters, but it is necessary that they should have some knowledge of basic concepts that are related to curriculum development and change management. It is further evident that independent schools often have academic heads who take on the role of instructional leaders. However, in public schools, principals are expected to facilitate the curriculum change process themselves. What I also found to be concerning is that none of the principals interviewed spoke about any particular change model that they adopt when facilitating curriculum changes. P2 claimed that it is important to know and understand the curriculum change in order to lead others. This is what she had to say:

> I also cannot claim to be an expert in all areas within the school and especially with curriculum management but I think that it is important as a principal to have some sort of broad understanding so that we I can support the staff in the right direction.

I agree with P2 in that principals should have an explicit understanding of the curriculum changes as well as related curriculum change management theories in order to effectively facilitate curriculum changes. P3 had a similar response however stressed on the importance of time management skills required in effectively managing curriculum changes:

> For me personally, I need support on how I can manage time first before I can help with the facilitation and monitoring of curriculum changes. Once I am able to manage my time, I would like to get more involved with the actual teaching and learning practices.

P4 passionately asserted that she has a comprehensive understanding of all subject matter and makes an effort to familiarise herself with the changes in the curriculum.

I volunteered to become a lead teacher. A lead teacher instructs teachers on the entire curriculum change manual. I wanted to know how it works, all the ins and outs so if anyone battled at school, I could assist. At that time, I was the Deputy Principal and I was in charge of the curriculum. I needed to know each and every subject. It was new. They were changing like Social Science, history and Geography had to be taught separately. Technology and Science merged as well. I was the lead teacher and I would help teachers understand the curriculum. That way, I had to study other subjects as well. When we brought it back to the school, we had support workshops for each and every subject.

From the responses of the principals, it was clear that they knew and understood that they needed to have knowledge about the curriculum change, however only P4 was convincing when she said that she had made an attempt to attain the required skills and knowledge development to effectively facilitate curriculum changes. It can be deduced that either principals did not have the time or due to lack of adequate skills and knowledge in curriculum management they choose not to get involved in this role.

The findings were clear and indicated that the development of principals as effective instructional leaders who can engage in meaningful curriculum change is essential to creating schools that provide quality education. Furthermore principals have to realise that the provision of quality education at their schools depends on how well they encounter and navigate curriculum change management challenges and how to put measures in place to overcome these challenges. Curriculum change planning, monitoring and supporting curriculum change delivery as well as managing curriculum change resistance are three categories identified in this theme.

4.3.3.1 Planning curriculum changes

In this category the principal's role in formulating curriculum objectives for the school and developing and implementing educational plans for all curriculum changes at school level was explored. Ifeoma (2013) states that one of the duties of school principals' involves coordinating curriculum planning practices that focuses on achieving the curriculum objectives of the school. Scholars, such as Jazzar and Algozzine (2006) further add that principals play a critical role as instructional leaders in curriculum planning. In relation to curriculum planning, HOD 1 of School B shared her belief on curriculum planning:

Time is a constant barrier for the principal to get involved in enhancing the curriculum, monitoring and evaluating curriculum changes while at the same time managing the day-to-day running of the school. Curriculum planning requires establishing a general direction and then breaking-down the curriculum change into key modules with clear indicators in order to proceed with the curriculum implementation. Once everybody is clear about the direction and has had a chance to familiarise themselves with the intended change, the process of implementation becomes less stressful. This will depend on the principal as instructional leader who is responsible for facilitating the curriculum change process.

In support of the above response from HOD1 of School B, Van Der Westhuizen (2003:92), states that by dividing the structure of the intended change, misunderstandings are eliminated and the staff are given the opportunity to embody the change into manageable sections.

HOD 1 from School A expressed his frustration when seeking the principal's support when it came to curriculum planning:

It is often very difficult to get hold of the principal or deputy principal for that matter. They are often in meetings and when they are available we are teaching. Finding a common time to approach the principal or deputy principal is practically impossible at times. As a result, we eventually do what we think is right without any guidance or support, eventually conflicts are bound to arise. At the end of the day, it is our learners that have to suffer.

The participants in the focus group interviews mostly felt that their principals were not fully involved in curriculum change planning. However, the principals of these schools responded differently with P1 commenting as follows:

As principal of my school I ensure that I establish a sense of trust with my teachers. I allow them to challenge the content and the intention of the prescribed change in the curriculum. I ensure that a plan is in place for the successful implementation of the curriculum change. At the end of the day, my staff have choice, they can choose to be victims of change or they can choose to be initiators of change.

I found this response to be quite alarming; while the principal claims to support the curriculum planning process and her teachers, there was a lack of conviction that she cares about the success of the implementation of the proposed curriculum change.

P2 stated that she looks at "the basic structure of the proposed change and breaks it up into smaller parts that are easy to understand".

HOD 1 in School D claimed that the principal should have knowledge of the changes in the curriculum to enable them to support its implementation.

> The principal should be knowledgeable about what the proposed change entails and at the same time be able to translate it into a plan of action.

From these responses, it is apparent that there seems to be a contradiction in the responses from the principals and the participants in the focus group interviews regarding curriculum change planning. It became apparent that P3 was the only principal who was frank about his feelings regarding curriculum planning.

> As principals, I believe that we are not adequately trained to perform our roles as instructional leaders in curriculum planning and this inadequacy creates many challenges when it comes to managing curriculum changes in our schools. We are also not given the opportunity to be part of the curriculum planning at department level and we feel excluded from key decision-making affecting the curriculum in our schools.

What also came out quite strongly in the interviews was the lack of involvement of teachers and HODs in curriculum change planning. This is what HOD 1 from School A had to say:

> When a curriculum change is to be implemented, we are not conveyed the full information. We are not involved in the planning of a change. We just get emails informing us about changes to the curriculum and are basically instructed implement the change.

Lachiver and Tardif (2002:11) advocate that curriculum change is a complex process and care should be taken throughout all stages of the facilitation process to ensure that the difficulties associated with managing change is not underestimated and that strategic curriculum change planning becomes necessary. Taking into account the participants' responses, the findings show that principals and those involved in the process of curriculum change planning need to take into consideration all stages of the planning process. It is my contention that curriculum changes require school principals to plan and facilitate the intended curriculum to ensure that their learners have access to quality education.

4.3.3.2. Monitoring and supporting curriculum change delivery

Monitoring and supporting curriculum change delivery is essential when curriculum changes are implemented. By monitoring the curriculum, the principal observes and analyses teaching and learning. Naicker, Chikoko and Mthiyane (2013) assert that it is within the principals' instructional role to improve instruction and curriculum delivery by providing instructional resources and exposing teachers to professional development opportunities. One of the instructional models discussed in this research is that of Hallinger and Murphy (1985) (refer to section 2.15.1.1) which incorporates three leadership functions: coordinating curriculum, supervising instruction and monitoring and evaluating learner progress. Researchers, Yunas and Iqbal (2013) also claimed that the principal as instructional leader is responsible for coordinating the curriculum and ensures that the school's academic goals are translated into achievable curricular objectives.

All four principals in the study mentioned that the curriculum changes over the last two decades have placed enormous pressure on them to constantly train and develop their teachers as well as reassess their curriculum programmes.

This claim is supported by the following comments:

> There is no clear, guidelines from the DoE on how to lead the curriculum change implementation process. Let us not forget, lack of sufficient training for both principals and staff (P3).

> I don't think that there are enough workshops out there for principals on how to manage teaching and learning and how to deal with the issues we encounter on a daily basis (P2).

This finding is further supported by Taole, (2013) who states that it is of paramount importance that schools are provided with all the necessary resources before a new curriculum is implemented. Provision of instructional resources is part of the principal's role in supporting curriculum changes as it influences the success of the curriculum management and implementation process (Naicker, et al., 2013; Lunenburg, 2010, Hoadley and Jansen, 2011). Furthermore, Robinson (2007:12-15) asserts that the allocation of resources is one of five important leadership practice of the principal (see section 2.14.2 above).

This is what the DP of School B stated with regards to curriculum changes and its impact on resources such as textbooks:

I would just like to add that the difficulties inherent during the curriculum transition stage delayed the updating of content in texts books and digital learning platforms. Further when textbooks were upgraded to suit the relevant content it became too costly for us as a school to purchase new textbooks. We had to do this in phases which meant disadvantaging some subjects which ultimately disadvantaged the learners.

Jacobs, Vakalisaand and Gaweet (2011) maintain that principals must ensure that specific means to implement curriculum changes is available. Therefore, principals are expected to provide resources to schools before the new or revised curriculum is implemented in classrooms. Participants from the two public schools further indicated that they sometimes do not receive curriculum material from the DoE on time, which has a negative impact on curriculum delivery. T2 shared her frustration regarding this matter:

We need consistency in the management of curriculum matters as this is crucial if we want to provide quality education. When there are changes made to my subject, I expect the Department to share this with us well in advance instead of learning about it at a cluster meeting. This lack of communication places unnecessary stress on myself and my learners are disadvantaged as other schools have implemented the change long before.

Taole (2013) asserts that it is vital for principals to have a broad knowledge of the curriculum across different grades to be able to monitor the implementation process. Jenkins and Pfeifer (2012:31) and Glantz (2006:33) on the other hand are of the opinion that principals need not be experts in curriculum, but it is necessary that they should have some knowledge of basic concepts that are related to curriculum development. A similar opinion is expressed by Simkins (2013) who maintains that principals must at least have minimum adequate knowledge in curriculum matters like curriculum content and assessments. These findings left me feeling concerned that the instructional leadership role of the principal is left solely on the shoulders of the deputy principal and heads of department. Although it is good practice to delegate tasks especially if you have an effective SMT, I strongly feel that principals need to be actively involved in all curriculum matters at school level. What was also quite interesting in the findings was that the SMT members in the two public schools were not monitored when it came to carrying out their instructional duties. From the Umalusi report in School A, one of recommendations was that the changes in the assessment guidelines in the subject of English and Natural Sciences must reflect in the teacher's planning. The finding in the

analysis of this document indicates that curriculum monitoring and planning is not carried out effectively. In support of this observation, Mestry (2013:119) argues that most principals spend relatively little time in classrooms and even less analysing instruction and assessment with teachers. Findings further indicate that although the four principals claim to have some involvement in the curriculum, their involvement is minimal. The following quotes capture their utterances:

> It is not easy for me to commit to teaching a subject as most of the time I am either engaged in meetings, or solving disputes in the school. When parents come to school unannounced requesting to see the principal, you have to be available. (P1)

> It is practically impossible for me to understand the curriculum of every learning area. I just do not have the time. I entrust all curriculum matters to my DP and HODs. I am pretty sure they have things under control. (P2)

Interestingly, despite the fact that all the participants revealed that they welcomed the curriculum changes over the recent years, they also repeatedly pointed to a number of problems, gaps and challenges they experienced in implementing the curriculum. For example, one critique voiced by a participant was that while the curriculum change intentions were good, its implementation in schools was poorly executed and facilitated. The central problem experienced by teachers was translating the curriculum policy into practice and the management of the implementation process in general. Another important finding was concerns whether the curriculum would be prone to further changes because of political pressures within the curriculum formulation process. Thus, this was a deep-rooted and recurring concern throughout the interviews with principals commenting on:

- concerns about on-going changes;
- changes linked with political agendas;
- sudden imposition of change without adequate preparation time to successfully implement the change; or
- lack of opportunities to structure the curriculum change management process at school level.

In considering Kurt Lewin's Three Phase Model of Change (refer to sections 2.17.1, 2.17.2 and 2.17.3 in the literature review) which provides an explanation of the three phases of managing change that could assist teachers visualise, plan and manage curriculum changes; it

was evident that principals have not explored the three-phase process of change. It was found that one of the challenges facing principals is the lack of understanding of change processes and theories (Chance, 2009:199). To initiate change, no matter the purpose or level the change is directed at Fullan, (2007:40) asserts that getting to understand the dynamics of change processes is absolutely crucial. Therefore, it is vital for principals of the twenty-first century to equip themselves with change knowledge (Hargreaves & Fullan, 2009:3) which is defined as the understanding and insight about the process of change and the key drivers that make for successful change in practice (Harris, 2010:198).

From the interview responses it can therefore be summed that most of the participants shared a common understanding of the importance of monitoring and supporting curriculum change delivery.

4.3.3.3 Managing curriculum change resistance

Overall, responses from the focus group interviews indicate a negative attitude to the recent changes in the curriculum. Participants repeatedly used words and phrases like 'frustrating', 'too soon', 'overwhelming', 'political', 'stressful', lack of training' and 'lack of empowerment' to describe the curriculum change initiative, reporting that they did not appreciate numerous changes to the curriculum in such a short space of time. The participants further indicated that curriculum changes are not properly coordinated. The following quotes capture their perceptions:

> The Department of education are not doing enough to support schools in managing curriculum changes (HOD1of School C).

> There is a lack of on-going curriculum training (P4).

> Principals lack knowledge and insight on curriculum change management (DP of School C).

> We are not included in the curriculum change process (HOD1 School A).

Deducing from backdated minutes of staff meetings held at Schools A, B and D, it appeared that similar negative attitude was evident when teachers elaborated on the impact of change

162

on their planning. Teachers felt that they were accountable for implementing the curriculum without being involved in the curriculum planning programme at their schools. They further reported their frustration as they have been assigned curriculum tasks without being provided with the implementation tools and guidelines to successfully carry out the tasks. T1 of School A shared her frustration as follows:

> When a curriculum change is to be implemented, we are not conveyed the full information. We are not involved in the planning of a change. We just get written emails that this change has been made and we need to see that it is implemented.

P2 commented on the recent curriculum changes as follows:

> Changes over the last 20 years to school curriculum have done little to address the challenge facing the South African economy. The ongoing focus on pure academics as opposed to skills/competency-based outcomes has contributed largely to a high dropout rate, particularly at high school. My understanding of the educational landscape is one that is driven by political motives rather than educational values. Repeated changes have also meant changes to methodology and the need for training and the adoption of new ways of doing old business. Whilst this is not necessarily a bad thing, it places undue demands on resources in an already challenged industry.

P1 commented on the impact frequent curriculum changes have on teachers as follows:

> The changes made by the department often frustrates teachers, in particular, as more training is required just as they were getting accustomed to the previous one. This is also a costly endeavour and the money spent could be better utilised elsewhere, like the building of more schools. A far as I can remember with the RNCS and now CAPS, we received very little training. Further, the training was rushed and unclear. If my staff required further development, we had to source our own funding.

From the above extracts of the interviews with the participants, it is clear that teachers in this study were dominantly negative and showed some resistance to change. Naturally, this would have created certain challenges for principals in facilitating curriculum changes effectively at their schools. Zhidong (2012) asserts that teacher resistance is the main reason that successfully implementing curriculum change is a failure or only accomplished on the surface. In this study, majority of the participants agreed that the more experienced teachers do not readily accept curriculum changes, due to the fear of change. P4 expressed her feelings regarding teachers' reluctance to change:

The more experienced teachers are reluctant to change, they are afraid of the unknown and do not want to move away from their comfort zone.

The following responses from the participants clearly indicate that teachers were dominantly negative and resisted change.

HOD 2 in School A shared her views on staff reluctance to accepting curriculum changes:

The main challenge continues to be reluctance of staff members to change their teaching methods and strategies that accompanied the curriculum changes. Staff, I believe are also hesitant to accept curriculum changes due to the fear of failure.

HOD1 in School B related to new resources that are required when curriculum changes are introduced:

It is just that we do not have enough training. Just as we are getting used to the old curriculum, we then need to change. We also need to remember that when we change the curriculum, we also need new resources.

T1 in School B had this to say:

The fact that most changes come from the top, we teachers are not given enough time to discuss and accept the changes wholeheartedly. This creates resistance and limited application to the change process.

While HOD 2 in School B elaborated as follows:

I think resistance to change is one of the many challenges experienced when implementing a new curriculum. Teachers are often too comfortable with the old way of teaching and are not always willing to embrace or accept changes to the curriculum. For them, it feels like unnecessary work.

From the statements above, a verification of the findings in literature that teachers fear change because of the uncertainty that curriculum change brings for them can be found. According to literature, principals as agents of change should set an example and display a positive attitude towards change (Ford & Ford, 2009; Goodson, Moore, & Hargreaves, 2006). Participants in the study felt strongly that how the principal as instructional leader manages resistance to curriculum change influences the nature of the resistance experienced by the

teachers. It is also my contention that principals need to realise the extent to which their approach toward resistance can play a role in effectively engaging teachers in the change process.

In support of this statement, T2 in School C commented as follows:

> We are prepared to accept curriculum changes provided we are involved in the process of change and that our opinions and suggestions are taken into account in the planning stages.

Conversely, P4 articulated a positive account of how curriculum changes are affected at her school:

> What works at my school is engaging the entire staff to replace old ideas with new ones. We look at how routine practices can be changed in favour of new procedures and behaviours. We maintain close monitoring during this process of developing new ideas and finally we implement the proposed new ideas and aims.

P3 on the other hand followed a different approach advocating the importance of not rushing into the implementation process but rather first piloting the change. He explained his approach as follows:

> Curriculum changes are first tested on a small scale before implementing. I found that by doing this my teachers feel more confident and any problems, uncertainty, reluctance etc. can be easily dealt with.

P3 further made an interesting and valid point when he added that he helps his teachers adapt to curriculum changes by putting processes in place:

> I try to put processes in place to help my teachers adapt to change. First we look at the proposed change and try to link it to the values and guiding principles of the school's vision and mission.

In response to the question: how do you as principal manage resistance to curriculum changes at your school, all four principals claimed to have strategies in place that help deal with resistance to curriculum changes.

P1 commented on her school's counselling programme:

We are lucky to have a school counsellor who also assists the teachers and we do try to establish emotional support programmes where staff can talk about their fears and problems and finally come to a mutual understanding.

HOD 1 from school A responded quite strongly when asked: what do you as teachers expect from the principal when it comes to managing stressful situations associated with curriculum changes:

Principals should look for signs of 'stressed out' teachers, they need to give their staff space to vent their frustrations openly and they should offer their support.

P3 made a very interesting point when he commented:

Personally, I view resistance from my teachers as a positive element because resistance sometimes gives an indication that there may be errors or misunderstandings in the curriculum.

In support of these responses, De Jager (2001:26-27) asserts that instead of rejecting resistance to change, principals should listen, learn and lead from that resistance. Paton and McCalman (2000) assert that principals should be alert when it comes to observing their teacher's actions and behaviour when dealing with curriculum change and that they should prepare their teachers for the proposed change. Van der Westhuizen (2007:178) adds that when change is enforced in a bureaucratic way and educators are not drawn into the planning and implementation, resistance to the change will result as there is no feeling of ownership among teachers.

I agree with P3's comment below that if principals themselves accept curriculum change in a positive manner they are able to positively lead their staff in ensuring the successful implementation of curriculum changes:

I know and understand that as principal I need to lead by example and show staff that I am positive about the changes in the curriculum in order to make staff to be positive about change. This however, is a huge task and it is not always easy.

Eliminating curriculum barriers and reducing the fear factor of introducing curriculum changes has to be a priority for principals. Participants in this study confirm the above statement by making the following comments.

T2 commented on principal commitment and giving high priority to curriculum change:

> Giving high priority to curriculum change is the first step to creating an environment where effective change can take place. The principal needs to be committed to the new initiatives and demonstrate this commitment to all staff.

HOD 1 from School A had a similar perspective on the principals' approach to teacher's resistance to change and provided a more comprehensive response:

> Principals who are facilitating curriculum changes should know and understand the needs of the staff. They should engage staff in a series of discussions and consultation so that they feel that they are a significant part of the change process. This will create a desire and commit their energies towards the process of change. Principals should acknowledge that just changing things will not create effective change. Their daily and visible actions will set the positive tone of all curriculum initiatives.

HOD 1 from school D commented on staff motivation and empowerment when asked what possible recommendations can be made to strengthen the role of the principal as instructional leaders who are dealing with the facilitation of curriculum changes.

> The principal must ensure that her staff are constantly motivated and empowered to embrace changes in the curriculum. Collaboration between SMT and teachers is essential. We all need share a common vision and goal. Mmm…The principal needs to acknowledge that she cannot do everything on her own. The Deputy and HODs need to work hand in hand with the principal in ensuring that the vision and mission of the school is realised. Protocol is important and so is accountability. I suggest we research schools that are getting it right. We need to find out what they are doing and learn from this. Do schools have a particular curriculum programme or model that they are following? If we don't do this we will be failing our learners. The principal needs to take control of the school and should not be intimidated by the Governing body especially when it comes to curriculum matters. I think I have said enough.

HOD 1's response is supported by Marisahane et al. (2011) who acknowledges that teachers accepting curriculum change depends on the principals' influence on the curriculum change programme (see section 2.12.2). P3 suggested that curriculum workshops for principals should be planned by the DoE prior to the training of teachers:

Workshops for school principals on managing curriculum change should be conducted by the Department of Education prior to the training of teachers in order to overcome the resistance to change. This, I believe will lead to maximum input in the implementation of the new curriculum.

Further, what I found common from the responses from all four principals was that the older, more experienced teachers were reluctant to change because they were in a comfortable position. These were some of the responses from the principals:

P1 had this to say regarding teacher resistance to curriculum changes:

Older, more experienced teachers are set in their ways and tend to drag their feet at the mere mention of a change in the curriculum.

Managing resistance to change can be challenging for principals especially if they lack experience and skills in the area. P2 asserted that overcoming teacher resistance to curriculum change is his greatest challenge:

Engraining a change in staff mindset especially my older staff and overcoming reluctance to explore new teaching and learning programmes has been my greatest challenge.

P3 concurs by stating that is not an easy task convincing staff that curriculum changes are necessary:

It is often difficult to monitor if all teachers know and fully understand curriculum expectations, let alone curriculum changes. Anyway try, convincing the older staff to accept the prescribed curriculum changes. I always get resistance from them, no matter what you try to convince them of the benefits to the learner.

What I found quite promising from the response from P1 is that she acknowledges that her school experiences several challenges when it comes to implementing curriculum changes and makes attempts to combat such challenges. It is important to take cognisance of this, because principals as instructional leaders are expected to be open and willing to face challenges head-on. According to Carl (2000:34) if the principal is not prepared to accept and lead change, it could have damaging implications for the provision of quality education. In support of this statement Moloi (2005:99) states that leaders must embrace change and strive to implement a new vision, develop a sense of urgency, establish structures to enable change,

employ communication, include people, work with honesty and institutionalise change. P3 shared his feeling with regards to providing teacher support:

> Every time we had to implement a new curriculum change at my school, there were always challenges. I do not dispute that, and it is not always easy trying to overcome some of these challenges. We try, we really try. We try and make the transition process as simple and comfortable for our teachers. So a lot of prior planning and collaboration has to take place.

P1 made a very important comment regarding motivating staff:

> It is important to define the objective of the curriculum change clearly. This can bring about motivation among staff and will allow them confidence to implement change within the framework of the objectives.

While P1 responded positively to staff motivation and defining explicit curriculum objectives, my analysis of school documents such as minutes of meetings, curriculum policies and curriculum plans did not mention specific action plans with well-defined timeframes that would ensure the effective facilitation of curriculum changes. It can be assumed that while principals had good intentions, they clearly overlooked this important mechanism.

A 'systemic approach' to change was suggested by principal 1, 2 and 3 who felt that this would improve the whole process of facilitating curriculum changes and staff motivation. P3 commented as follows:

> First principals need to be part of the curriculum change planning, they need to be clear about the objectives, they need training on curriculum and change management, then they need on-going support with the implementation process and they need more time (P3).

It is clearly evident that the principals in this study experienced resistance to change fairly differently but one factor that stood out is that they need to apply effective instructional leadership skills effectively to handle resistance to change and create a climate in which teachers feel supported and motivated to embrace change. In this category, research findings indicate that the successful implementation of curriculum change is possible if the principal as instructional leader is knowledgeable and has insight into the nature of resistance to change and also knows how to deal with and manage resistance to change.

169

4.3.4 THEME 4 – Professional leadership development and departmental support

Marishane (2011) argues that a lack of in-depth training of principals for their roles as instructional leaders is a barrier to instructional leadership. The participants in this study were asked to provide suggestions for improvement in strengthening the principal's role as instructional leader in the process of facilitating curriculum changes at school level. The participants provided a number of suggestions and recommendations on what they thought could be done to assist principals become more effective in their role as instructional leaders in facilitating curriculum changers. Some of the suggestions put forward by the participants regarding the approaches to the facilitation of curriculum changes were grounded by the frequent curriculum changes over the last two decades. This part of the interviews proved to be more speculative in nature however getting the views of the participants which emanated from their experiences with curriculum change initiatives, proved to be valuable in extending the views expressed earlier in the interviews.

4.3.4.1 Lack of professional leadership development, training and empowerment

The subject of professional leadership development, training and empowerment for curriculum change was a theme that appeared repeatedly throughout the interviews and in the suggestions section it was consistently portrayed as a pertinent issue. Du Plessis (2013) emphasises the importance of schools receiving adequate training before implementing a new curriculum and states that training is a prerequisite for its success. In addition, he argued that managing change is a complex task and one needs to have a complete understanding of it before being able to have control over the process. Bush, Kiggundu and Moorosi (2011) supports this view in stating that prospective principals need to be prepared before they are appointed as well as get professional development after their appointment. With regard to the effective implementation of curriculum changes, principals felt that teacher training and development was crucial to providing support and preparing teachers to effectively implement curriculum changes. Further, as mentioned throughout this chapter, overwhelming demands are being placed on school principals. A question that arises is whether principals get the professional leadership development required to meet all their needs when it comes to facilitating curriculum changes. Principals claim that the newness of their roles and responsibilities is challenging and necessitate them acquiring a new knowledge and skills

base. In response to the following question: When you took on the role as principal, did you have the opportunity to go on any principal transition workshops?

P4 quite angrily claimed that there was no principal workshop and commented as follows:

> Yes, I was a part of the management team prior to becoming the principal at the school but I did not realise all the intricacies involved in managing the curriculum, let alone curriculum changes. No one really tells you what to expect.

P2 of school B had a similar response:

> I don't think that there are enough workshops out there for principals on how to manage curriculum changes and how to deal with the issues we encounter on a daily basis.

In summary, it is clear that principals do not have the comprehensive knowledge or the skills to meet the demands of facilitating curriculum changes. It is my contention that principal preparation in facilitating curriculum changes effectively is fundamental to the development in not only the skills and knowledge of curriculum leadership, but the perceptions of principals that such a role is significant in the provision of quality education.

The study revealed that principals generally received once off training sessions on curriculum changes and as such they do not have the required skills and knowledge to successfully facilitate the curriculum change. Furthermore, gauging from the principal's responses it appeared that they were mostly involved in the curriculum at the delivery point and did not lead the process of curriculum change right down to the implementation stage. On a similar point, MacLaughlin (2002:187) states that the training of principals and teachers in a new curriculum is deemed to be ineffective if it is concentrated and scheduled to take place prior to implementation only as in the form of once-off training. The training should be preceded by an awareness campaign on the curriculum change which allows principals and educators to discuss salient points of the intended curriculum change.

This finding also confirms that of Offor (2005) who found principals lacking in a range of curriculum pedagogy skills and teaching skills. This could be attributed to the principals' lack of knowledge and creativity in instructional leadership processes as observed by Bhengu (2005). It was brought to light through the interviews that principals need to develop their curriculum and instructional leadership competencies. Furthermore, with the challenges and

complexity that comes with managing curriculum changes, principals expressed their need for a deeper understanding of their role as curriculum change managers. They deemed it necessary to increase their curriculum knowledge and skills to manage their multidimensional roles and responsibilities as leaders of curriculum change. The study revealed that principals have to be able to provide adequate resources to their teachers for curriculum implementation and must be able to communicate the changes effectively. These responsibilities are highly demanding on the principal and as suggested, proper and continuous training and a reduced administrative workload are of paramount importance. This sentiment is supported by HOD 1 from School A who stated that principals need to have good people skills to keep staff focused and motivated; they also need to have knowledge and keep updating themselves on new trends in education.

P1 proposed that, with regard to the curriculum change programme, teacher training and development is crucial in supporting and preparing teachers to adapt their practice in order to successfully implement curriculum changes. P1 suggested that they should have access to different forms of support including workshops, in-service training, refresher courses and seminars:

> Absolutely, ISASA and the IEB do provide workshops but they are not always specific to curriculum changes. Staff development and training are really important so that teachers get the support they need in their particular subject and also so that they are prepared, updated, and guided when it comes to curriculum changes. Further, training and development could help teachers adapt their practice to meet the changed requirements. Teachers should have free access to a variety of workshops, in-service training, refresher courses and seminars.

Principals further proposed that training and development should take place on an on-going basis and should be structured on the curriculum challenges teachers experience in the classrooms. The responses noted regarding this category indicated that the participants understood the importance of the principal having certain skills in order for them to effectively manage the curriculum. Participants in the study further felt that the principal should be skilled in curriculum management and that they should be the ones facilitating internal staff development workshops.

In elaborating this, T2 at School A commented:

> As much as we teachers love to attend external workshops, this is not always possible. Most of the workshops are scheduled for half past two, this is the time my teaching day ends. By this time we are exhausted and the thought of driving 30km just doesn't help. My personal feeling is that the principal and the deputy principals should be the ones going on these workshops and they then should share what they have learnt with the rest of the staff. Their times are much more flexible.

HOD 1 from School D shared a similar feeling when she asserted the following:

> I can't remember when last I have been to a workshop. I just do not have the time. After school I am busy with marking, planning, moderating tests, attending Grade meetings and meeting parents. There is just no time to attend workshops. My suggestion is that the principal should be the one attending some of these workshops and they should be the ones presenting internal workshops at the school. This would be just great, wouldn't it?

With curriculum changes taking place on an on-going basis, teachers need time to adjust to new teaching methods, planning and assessment. P3 felt strongly regarding this point of view stating the following:

> Well, I mentioned earlier on, we need on-going training. Implementing curriculum changes is not a once-off process. It requires monitoring, it requires time to adjust to new ways of planning and assessing and we need support and the resources to go with. But, I also think that it is important for the new curriculum to not be too rigid. Teacher's creativity should not be stifled. I also feel that curriculum changes are happening rather fast and it is confusing us in such a way that we do not know whether to use one method or resort to the old method of teaching that the other teachers are used to.

Similarly, P4 commented on the various challenges experienced when curriculum changes are introduced and stressed on the importance of teachers receiving the necessary support. This is what P4 had to say:

> I think that the main challenge has been a lack of on-going curriculum training, the lack of financial resources remains a challenge and poor communication continues to be a stumbling block. I think this has already been covered but are definitely common

challenges. We are expected to ensure that new innovations are implemented in our schools, but the Department of Education do not provide us with support. It makes our task that more difficult as we are not guided on curriculum expectations.

The inferences that are drawn from the above responses is that if principals are to be successful in fulfilling their role as instructional leaders in facilitating curriculum changes, then workshops and courses must be redesigned and restructured to provide them with the relevant theoretical knowledge that are currently lacking in the general principal instructional leadership population. Principal preparation in facilitating curriculum changes effectively is fundamental to the development in not only the skills and knowledge of curriculum leadership, but the perceptions of principals that such a role is significant in the provision of quality education.

The findings from the responses of the participants in this study further reveal that principals should also take the initiative to conduct internal staff development workshops. The principals' in this study also indicated that the level and quality of professional leadership development they receive from the department is important and should create opportunities for them to be empowered and capacitated to carry out some of the internal teacher development workshops by themselves. A conclusion that can be drawn from this finding is that improving the professional capacity of principals will empower them build the capacity of their teaching staff.

Participants in this study expressed the need for curriculum change training, implementation workshops, and practical assistance and it can be inferred from the responses that they were not adequately trained to fulfil their roles and responsibilities when it came to curriculum change management. In this regard, P3 made a very interesting and valid statement:

> For me, personally, I need support on how I can manage my time first before I can help with the facilitation and monitoring of curriculum changes. Once I am able to manage my time, I would like to get more involved with the actual teaching and learning practices. The entire SMT requires training for the effective implementation of change.

While P4 of School D commented:

> The Department needs to take more time planning workshops and not after school when teachers are exhausted, you're falling asleep, you are not listening to anyone. Not even in holiday time because that is the only time teachers get to have a rest.

All four principals asserted that the lack of training of principals hampered their role as instructional leaders. This was highlighted by the interviewees in the following extracts:

> Principals need to have training on how to effectively manage curriculum changes… I lead from my experience. I have not had any training or attended any workshops on school leadership in the past three years of my principal position (P3).

> In order for us to successfully manage curriculum changes at our schools, I believe that it is absolutely essential for us to attend courses and workshop (P1).

Findings from the data obtained indicate that the poor training of principals hinder successful facilitation of curriculum changes and lessen their commitment to providing quality education at their schools. The findings also indicate that principals felt that they are not supported by the DoE in their efforts to ensure that they receive the necessary training in managing curriculum changes. In order to manage curriculum changes effectively, it is imperative that the principal promote staff development programmes in schools. Thus, I am convinced that although the education and training policy places importance on the need for professional leadership development it is the most neglected activity in schools. They further indicated that they are not considered for separate training sessions by the DoE when changes are introduced in the curriculum; instead, the focus is mainly on the teachers yet they feel that they are the ones responsible and accountable for the successful implementation of changes in the curriculum. This finding led to the discussion of the lack of departmental support which is a significant category in this theme.

4.3.4.2 Lack of Departmental support

The lack of support from the DoE with regards to facilitating curriculum changes featured prominently in the interviews with the principals. Responding to the question on the level of support that the DoE provide to principals, all four principals indicated that they do not receive adequate support from the Department when it comes to policy implementation. The participants in the study voiced their frustrations regarding the DoE enforcing curriculum

changes without being able to address the implementation realities that they face in schools. As a result, principals face serious challenges managing curriculum changes in their schools. Participants also suggested that they needed different forms of support such as workshops, courses, seminars and even mentors for every school. Districts are supposed to provide support to principals; they must identify gaps in principals' instructional leadership skills through on-going mentoring and discussion with principals about school performance and improvement plans, and through informal advising and coaching (Louis et al., 2010). P3 made the following suggestion with regards to the level of support they receive from the DoE:

> Curriculum managers in the DoE have a significant role to play in supporting schools when new curriculum is introduced. Firstly, they must support principals and teachers experiences by guiding them through a mind-shift. Secondly, they must provide on-going training for principals in the new curriculum and thirdly they have to monitor and support them. Finally, district officials are also responsible for evaluating the curriculum change.

All four principals interviewed claimed that the various curriculum changes were not well thought out by the DoE and this created problems and gaps in the implementation programme. Principals frequently pointed out in the interviews that they were not part of the policy making or the curriculum planning process at Department and National levels.

P4 from School D was critical of the Department making curriculum decisions without involving teachers and principals:

> I think that everything that the Department does, they are up there, way above us making decisions and some of the people making these decisions have never ever been in the classroom.

Principals from the public schools claimed that the support from the DoE is also essential in helping them analyse learner results and track progress and/or regression of learners' learning, information which is requested by the DoE on a quarterly basis. With the current educational changes principals in public schools are asked to submit documentation, data and result analysis which they find to be time-consuming. In contrast, P1 from School A which is an independent school claimed that the academic head was responsible for analysing results, tracking subject averages, failure and pass rates and developing the curriculum. Glantz

(2006:8) affirms that effective principals collect and review relevant assessment data with the intention of using their findings to improve the school instructional programme, as well as inform their leadership practices.

Fullan (2006:94) states that a crucial element in any design aimed at improving teaching and learning in schools is the provision of effective, on-going, and professional learning opportunities for teachers, opportunities that promote learning not just of individuals but of the organisation and system as a whole. Since curriculum implementation is on-going, principals as instructional leaders must understand the role professional development plays in their schools. Research has shown that too few principals receive quality training (Darling-Hammond et al., 2007; The Wallace Foundation, 2006) and are desperately in need of professional development and support to overcome the complex and challenging demands associated with managing curriculum changes. However, as the findings in this study reveal, principals receive few opportunities for professional development and therefore look to the support of their fellow principal colleagues in the form of networking and mentoring.

4.3.4.3 Principal networking and mentoring

Kaagan and Headley (2010) maintain that principals' conversations within professional learning communities enable them to reflect on their practice and effectively manage their schools. I argue that principals are mostly trained in the technical aspects of their work such as developing timetables, drawing up a budget, managing parent meetings, maintaining discipline etc. However, by working with networks of principals who experience common challenges, principals can mentor each other especially on matters related to curriculum changes. Bush, Glover and Harris (2007) analysis of the leadership development literature highlights that networking is the considered to be the most favoured form of leadership learning. Kiggundu and Moorosi (2012:215) affirm that when principal network with other principals they develop their skills and performance as instructional leaders and it gives them a forum in which to show off their experience and knowledge.

In response to the question: Do you network with other principals when it comes to curriculum changes? P2 responded with conviction:

> Yes, I am constantly in discussions and meetings with principals from some of the neighbouring schools. Such network sessions help harness the knowledge and capacity that each of us brings to these meetings and this helps build on our existing

strengths. We also discuss and explore school-based curriculum matters, examine possible problems and solutions, and we definitely share our experiences when it comes to curriculum management.

The rapid curriculum changes in the country over the last two decades forces principals to create learning communities. P3 commented on the importance of sharing leadership challenges with fellow principal colleagues:

> For me, having the opportunity to talk to my fellow principal colleagues and share our leadership challenges in managing curriculum changes is important because I am able to approach the challenges at my school from a different perspective.

The importance and benefit of principal network meetings was further highlighted by P4 who stated the following:

> I am often invited to attend principal cluster meetings however, I do not always have the time to attend these meetings. Most of the time they happen during the school day and this does not work for me. I have been to one or two of these meetings and must agree that these network meetings do offer opportunities to connect with other principals who share similar goals and challenges.

Worthy of note is that P1 felt that such network meetings are a "waste of her time". She had a different perspective and voiced her opinion quite differently as follows:

> You go to these network meetings and all you hear is principals complaining about their staff, learner discipline or demands from the Department to adhere to Government policies. It is a waste of my time. Maybe it has now changed but I just stopped going to these meetings. Network meetings that are well structured, where everyone is committed to working collaboratively on matters related to curriculum changes would certainly be worthwhile.

However, I disagree with P's response that attending network meetings are a waste of time. It is my contention that while principals cannot be forced to attend these network meetings they should make the effort of attending as they can prove to be valuable. Kihato and Kabemba (2002) argue that a well-structured support and mentoring programmes at school level could help principals face difficulties experienced with managing curriculum changes.

P3 expressed his view on a mentoring programme for principals as follows:

The Department need to establish mentoring programmes for principals. I believe that principal advisors can visit the school regularly to assist us with the implementation of curriculum changes. They need to see first-hand whether the proposed changes are practical and easily understood by the teachers.

Mestry and Singh (2007) maintain that developing principals professionally and providing them with the necessary knowledge and skill base are of increasing importance, as the educational system continues to evolve and become increasingly complex. In this study, research findings revealed that the principal must have sufficient knowledge of the curriculum so that he/she is able to give proper support and guidance to staff. To sum up the responses in this theme, participants recognise professional development as the common thread that motivates principals and staff in managing curriculum changes effectively and it heightens their awareness of the need for change.

4.4 SUMMARY

This chapter dealt with the data analysis process and the interpretation of the interviews undertaken with principals, teachers and SMT members. Various themes and categories are discussed to determine what can be learned from this exploration of principals as instructional leaders in facilitating curriculum changes. Portraying principals' perception of their roles and responsibilities as instructional leaders and identifying the challenges they experience with managing curriculum change formed the broad framework of the research findings in this study. For this reason it was necessary to listen to the participants' voices and build a comprehensive understanding based on their ideas and responses. The primary aim was to investigate and understand the principal's role as instructional leaders and the importance of a collaborative relationship between the principal, teachers and SMT in effectively facilitating curriculum changes. The following themes extracted from the research were discussed: The complex role of principals, the principal's role in facilitating curriculum changes, collaborative culture and professional leadership development and lack of departmental support. A literature control was also undertaken in order to contextualise the findings of the study with the literature review.

When mapping out the experiences, views and suggestions of principals, teachers and SMT obtained through the interviews, observations and document analysis it is evident that principals seldom see themselves as instructional leaders, but do view their work as that of a manager of their school and there is little evidence in the data gathered that the principal

assumes the role of instructional leader in facilitating curriculum changes. Thus, although principals engage in some aspects of curriculum leadership, it is of concern that there seems to be little awareness of the principal's role as instructional leader in facilitating curriculum changes. In the absence of the principal as instructional leaders, curriculum change mismanagement occurs. Perhaps this is one of the underlying reasons why schools fail to provide and maintain quality education. This confirms the findings of Bush et al. (2006) that South African principals do not clearly conceptualise their role as instructional leaders in facilitating curriculum changes. The data further revealed that leading curriculum change is not the sole responsibility of the principal. The participants understood the need for the principal to work collaboratively with his/her SMT in facilitating curriculum changes.

Furthermore, the findings of this study and research conducted by other scholars documented in literature confirm that most principals do not have the comprehensive knowledge, or the time, to meet the demands of effective facilitation of curriculum change leadership. It can be concluded from the findings that how schools principals as instructional leaders manage curriculum changes, what strategies they adopt and how successful they are in facilitating curriculum changes are significant contributing factors to the provision of quality education. I am utterly convinced that determining the success of curriculum implementation at school level is dependent on the principal as instructional leader taking responsibility for facilitating curriculum changes in his or her school. Therefore it is necessary for principals as instructional leaders to lead the curriculum change process.

Chapter five will focus on the summary of the study, limitations and conclusion of the research study. Guidelines to assist principals in their role as instructional leaders in facilitating curriculum changes will also be presented and recommendations for further research study will be suggested.

CHAPTER FIVE

SUMMARY, FINDINGS, RECOMMENDATIONS, LIMITATIONS AND CONCLUSION

5.1 INTRODUCTION

The previous chapter explored the comprehensive, multi-layered data from various data instruments. Data were grouped into four major themes, capturing the perceptions of principals and teachers regarding the role of principals as instructional leaders in managing curriculum changes.

This chapter outlines the most salient aspects of the study. An overview of the study is provided, followed by a discussion of the important findings from the empirical data by either critically combining or contrasting some issues emerging from the data. Thereafter, recommendations are made, limitations of findings presented, followed by suggestions for future research. Additionally, this chapter determined what can be learned from an exploration of the principal as instructional leader in facilitating curriculum changes to ensure the provision of quality education ensues.

5.2 OVERVIEW OF THE STUDY

Change is an on-going process which is deemed necessary and is a significant part of educational practice. Therefore principals as instructional leaders are required to be the driving force in ensuring that change, more especially curriculum changes are successfully facilitated. In the process of facilitating curriculum changes, the principal as the instructional leader is responsible for the provision and management of different curriculum activities associated with strategies, programmes and planning. The South African education system, like some other countries across the world has gone through several curriculum changes over the last two decades and principals are expected to take on an instructional role crucial in the successful management of curriculum change programmes to ensure overall provision of quality education. It thus becomes imperative for school principals to give prominence to their role as instructional leaders by emphasising best curriculum practices and staying focused on development and maintenance of high academic standards. Despite this essential

role of principals as instructional leaders, research is limited on how principals understand their role and how these understandings in turn impact on the effective facilitation of curriculum changes. The aim of this study was to research this gap and directly explore how principals perceive and carry out their role as instructional leaders in facilitating curriculum changes and its implication on the provision of quality education. Furthermore, based on numerous reports of under-performing schools in South Africa, we cannot help but question whether or not principals possess the necessary instructional leadership skills and knowledge required to lead and facilitate curriculum changes in schools.

Chapter 2 consisted of the outline of the theoretical framework by providing an exploration of the literature related to theoretical perspectives on instructional leadership and the features and essence of instructional leadership that impact on the role of the principal in facilitating curriculum changes. The success of principals performing their functions in facilitating curriculum changes depends on the principals' effective instructional leadership skills. Thus, various aspects that contribute to effectively managing the curriculum were highlighted with reference to instructional leadership theories and models. Hallinger and Murphy's Model (1985), Murphy's Model (1990), Weber's (1996) Model of instructional leadership, Bercher and Kogan's (1992) (in Bush, 2004:39) Structural Model, Giddens Structuration Theory (1984) and Lewin's Three-Phase Process of Change (1992) were the most critical models/theories of effective instructional leadership that helped guide this study. The nature and the essence of the role of the principal as an agent of change were also discussed and supplemented by literature on change management.

Along with a study of relevant literature, the rationale for choosing a qualitative methodology is detailed in chapter 3. Case studies included semi-structured interviews with principals and focus group interviews with deputy principals, teachers and school management team members examining their experiences, focusing on their views and perceptions of the curriculum change programme as well as the role of the principal as instructional leader in facilitating curriculum changes. It is my contention that effective instructional leadership plays a significant role in effective curriculum change management and ultimately on the provision of quality education. In the interviews, the participants were asked to reflect on the process of curriculum change management in their schools, the problems they have faced and any suggestions they have for the improvement in the implementation of curriculum change initiatives. Four interrelated themes emanating from the study formed the principals'

overarching perceptions and experiences of their role as instructional leaders in facilitating curriculum changes: The complex role of principals, the role of the principal in facilitating curriculum changes, collaborative culture and professional leadership development and lack of departmental support.

Chapter 4 presented the analysis of the data obtained from various interviews, direct observations and the analysis of documents of the study. This chapter discussed participant' perceptions of instructional leadership which could assist school principals in understanding their role as instructional leaders. The following themes extracted from the research were discussed: The complex role of principals, the principal's role in facilitating curriculum changes, collaborative culture and professional leadership development and lack of departmental support.

Chapter 5 provides a concise summary of the entire study. Conclusions that emanated from the findings of the study were drawn, limitations of the study presented and recommendations that would assist school principals, educational authorities and policy makers in effectively performing their roles as instructional leaders in facilitating curriculum changes were provided.

Having provided an overview of the study, the subsequent section presents the findings in accordance with the stated aims of the study in order to indicate how each of the research finding was achieved.

5.3 DISCUSSION OF FINDINGS FROM THE QUALITATIVE DATA COLLECTED

This section deals with several important findings with regard to the role of principals as instructional leader in facilitating curriculum changes and its implication on the provision of quality education. These findings were analysed and interpreted keeping in mind the aims of the research study. The summary of findings is not exhaustive, but deals only with the most significant issues that emerged from the study, as discussed below.

5.3.1 FINDING 1: The complex role of the principal

The birth of democracy saw a distinct shift in the roles and responsibilities of school principals. The study revealed that principals were unsure about their roles as leaders of curriculum change, and they experienced this as challenging with far too much administrative work. Principals in this study postulate that vast administrative work load prevents them from placing attention to their core responsibilities as curriculum leaders.

Evidently, principals experience a number of fundamental challenges in managing curriculum changes, mainly due to the fact that their roles and responsibilities are constantly changing. Three of the four principals appeared to be confused and did not have a full understanding of their roles as curriculum leaders and indicated that such a role can be problematic and demanding to fulfil. It was found that in the participating schools, principals were aware that they had both management and instructional leadership duties to perform, however principals see themselves as managers and not as instructional leaders. The findings also confirm the findings in research by the DoE (2009) that there is a lack of clarity about the roles and responsibilities within school management teams in the implementation of curriculum changes.

It has been established that in order for principals to effectively facilitate curriculum changes in their schools, principals need to concentrate more on their instructional leadership role. The study further revealed that principals lack curriculum change management skills that prevent them as instructional leaders to manage curriculum changes effectively. This finding is consistent with the findings in the literature review (see sections 2.6 and 2.7). Due to the on-going changes and innovation in the curriculum, findings reveal that principals need to distribute certain curriculum management tasks in order to avoid becoming overburdened by the complexities in their instructional leadership roles.

Effective instructional leadership appears to be a highly important determent for the successful facilitation of curriculum changes. This supports McEwan's (2003) assertion that effective schools do not just develop by themselves, but are developed by the instructional leadership of principals who creates a collaborative culture required to effectively facilitate curriculum changes.

Creating a collaborative culture was another important finding in the study which will be discussed next.

5.3.2 FINDING 2: The collaborative culture of the school

From the principal's own experiences in dealing with curriculum changes, findings reveal that as instructional leaders they need to put forward a range of collaborative practices centring on distributive leadership, collaboration, communication, motivation, teamwork and creating an organisational structure. The qualitative findings reveal that there is little collaboration among the principals, SMT members and teachers when curriculum changes are introduced. Likewise, it was found that the Department of Education does not collaborate effectively among schools when curriculum changes are introduced. I am of view that it is imperative that principals give deliberate and thought-out consideration to the development of collaborative school cultures in their schools, especially when curriculum changes are introduced.

5.3.3 FINDING 3: The role of the principal in facilitating curriculum changes

Although it was increasingly recognised in the findings that the complex demands of instructional leadership in managing the curriculum exceed the capacity of principals alone, research continues to emphasise the important role that principals play in managing the curriculum (Hallinger, 2003; Leithwood et al., 2006; Louis et al., 2010). By mapping out the experiences, views and suggestions of participants gathered through the interviews on the facilitation of curriculum changes, findings revealed that while principals agree with the need for curriculum change and were positive about the purpose and benefit of curriculum change initiatives, they faced on-going challenges with several aspects in the curriculum change programme. Among the most prominent were their limited time and skills deficit, the rapid pace and disconnectedness of the curriculum change initiative, poor implementation plans and their overwhelming administrative tasks. From their own experiences in dealing with curriculum changes, the principals proposed various practical suggestions for improvement and these centred on managing curriculum changes effectively through curriculum change planning, monitoring and supporting curriculum change delivery and managing curriculum change resistance.

With regard to curriculum planning, it was found that SMT members were not provided with curriculum change guidelines as to what to monitor, how to monitor and when to monitor curriculum changes. Curriculum change planning was listed as an essential function of instructional leadership which was covered as part of managing the instructional programme in Hallinger and Murphy's instructional leadership model (1985). Principals interviewed had

no mention of a curriculum management model, and although there was consensus that they were aware that it existed, their responses indicated that they were not engaged with it.

Another key aspect that was brought to the fore is the principal's knowledge of the nature of resistance to curriculum change. It was found that principals need to identify the underlying causes of and reasons for resistance to change so that it can be approached in a manner that is unique to the individual or group. Of equal importance to this, is the need for principals as instructional leaders to have fundamental knowledge of specific strategies of handling resistance to change.

5.3.4 FINDING 4: Professional leadership development and departmental support

A significant challenge raised by the principals is related to professional leadership development for successful adoption and execution of curriculum change initiatives. Findings reveal that the lack of on-going professional leadership development programmes is the result of the DoE not emphasising principal instructional leadership as priority. In support of this finding, Oliva (2009) states that training programmes for principals on curriculum matters are the fault of the DoE placing very little importance to instructional leadership. All four of the sampled principals indicated that professional leadership development was very important, and they subscribed to the notion that they should be continuously trained on curriculum matters. The professional leadership development of principals as part of change management was a prominent theme in the research literature. Caldwell (2002) and Hallinger (2002) indicate that schools are more in need of on-going support and capacity development instead of direct control. Thus, principals depend on the support of the DoE in order to effectively manage curriculum changes at school level.

In light of the findings of this study, the following recommendations may contribute towards or alleviate some of the problems, gaps and challenges encountered by participating principals during a curriculum change. It might further help to prepare novice and aspiring principals to execute their duties as curriculum managers effectively.

5.4 RECOMMENDATIONS FOR POLICY AND PRACTICE:

5.4.1 Recommendation 1

Defining the role of the principal as instructional leader: The Department of Education needs to clearly define the instructional leadership role of the principal. To reinforce the instructional role of principal, the DoE needs to address the competing demands on principals' time, which limit their capacity to effectively fulfil their duties in facilitating curriculum changes. It is recommended that the job description of principals in current legislation and as outlined in the Employment of Educators Act (South Africa, 1998) should be revised to include an in-depth description of what is expected from principals in fulfilling their role as instructional leaders. In terms of the current process involved in the recruitment and appointment of principals in South Africa, it becomes imperative that a new approach is considered given the added key performance areas of practicing principals. Thus, it is proposed that the level of competency in instructional leadership should henceforth be a prerequisite for aspiring principals.

5.4.2 Recommendation 2

Building principal instructional capacity: One of the key findings of this study is that although there are job description frameworks and models on what principals are required to do as instructional leaders, there is little consideration given to the reality of the work they actually do on a daily basis. It is recommended that the DoE revise their policy on post-provisioning norms and make it mandatory for each school to have a head of academics to manage administrative matters. Principals should focus on their core responsibility of curriculum matters. This will alleviate the problems principals have to balancing their administrative and instructional duties.

5.4.3 Recommendation 3

Designing and implementing professional leadership development programmes: Annually, the DoE should identify the instructional needs of principals and design leadership training programmes that are custom made for each principal. Some of the principals' needs could include latest trends in teaching, new developments in education, managing curriculum changes effectively, and innovative assessment methods. It is further recommended that advocacy workshops should be organised for principals whenever there are changes in the curriculum. This will help principals to be informed about the proposed changes in the curriculum thus enabling them to take appropriate decisions on curricular matters. If

principals are to successfully fulfil the role of instructional leader in facilitating curriculum changes, then workshops and courses must be redesigned and restructured to provide them with the relevant theoretical knowledge currently lacking. It is therefore imperative that education districts emphasise professional leadership development programmes to the extent of partnering with higher institutions of learning and experts in different fields to improve the quality of workshops and training offered to school principals.

As stated in different literature, the principal is the leading instructional leader in the school and the major role of the principal is providing professional leadership and management of the curriculum to his/her subjects. This implies that principals should be competent and skilful in order to manage curriculum changes. This study revealed that most principals are not actively involved in curriculum change programmes in their schools. Being effective agents of change, requires principals to be knowledgeable about different approaches to change. It is recommended that principals upgrade their skills approach to change management for them to be in a position to understand and facilitate curriculum changes in their schools. Principals must be adequately updated with the requirements of the new curriculum in order to enable them to manage its implementation effectively. It is therefore important that the education department train principals in curriculum change management through workshops to develop their capacity in order to effectively facilitate curriculum changes. This will ensure that principals are conversant with the curriculum changes. Of equal importance, the DoE must introduce performance contracts for principals to ensure that their leadership practice is reflected in the level of learner performance. The DoE must also ensure that principal leadership are monitored on an on-going basis. Managing resistance to change should be infused as part of whole-school development and staff development programme. Principals must, through their leadership and internal workshops aim to minimise if not eradicate the negative connotations associated with curriculum changes and ensure that curriculum changes are accepted and embraced by all staff. The DoE need to ensure that appropriate mechanisms are put in place to ensure that anticipated curriculum changes are realised and that teachers affected by the change are assisted to experience a swift transition and proper adjustment. Furthermore, the selection criteria for school principals should be more stringent and based on the critical domains of leadership that the DoE believes capture the explicit duties and responsibilities of principal as instructional leader.

5.4.4 Recommendation 4

On-going Departmental support: Principals need to have in-depth knowledge of the curriculum in order to guide and support the teachers through the curriculum implementation process. Thus it is imperative that the DoE visit schools regularly to give principals onsite support and mentoring. Such school visits should be scheduled at least once a term so that principals are continuously assisted and supported when dealing with curriculum matters. During such visits, training that focuses on instructional issues and challenges principals and teachers experience with curriculum changes must be provided. This will ensure that principals are well-prepared and can plan their school's curriculum programmes effectively. Furthermore, the DoE should prepare principals to be able to align and coordinate the curriculum and instruction with the learning goals and assessment in order to improve learner performance. This can be done through a unified regional and/or district schedule of support meetings and workshops which principals can easily align with their school's curriculum plans and programmes.

5.4.5 Recommendation 5

Developing curriculum change campaigns: Findings in chapter 4, corroborates with Maclaugh (2002:187), who maintains that "training of principals in a new curriculum is deemed to be ineffective if concentrated and scheduled to take place prior to the implementation or only as in the form of once-off training". Hence, it is recommended that the DoE embark on curriculum change awareness campaigns through network meetings and seminars with principals especially when changes to the curriculum changes are introduced. Curriculum change challenges and best practices can be discussed in a collaborative forum and practical solutions can be arrived at. There is substantial evidence supporting the efficacy of principal awareness campaigns and networks for instructional leadership development. In support of this statement Kiggundu and Moorosi (2012: 219) state that networking increases principals' thinking skills during discussions of curriculum matters. It has a positive effect on curriculum learning, and it reduces drop-out rates in schools.

Furthermore, developing such curriculum awareness campaigns will help strengthen teacher commitment and minimise their resistance to change

5.5 RECOMMENDATIONS FOR FURTHER STUDY

The findings derived from this research indicate the need for further exploration of topics related to instructional leadership and curriculum management:

Linking the instructional leadership role of principals with learner performance.

A comparative study can be undertaken linking principals that are directly involved with curriculum matters and principals who delegate instructional matters to heads of departments and principals using the distributive leadership style, and learner performance.

The quality of training and development of principals on instructional matters.

A further study is recommended in the future to examine the effectiveness of various training and development programmes offered to principals and how this impacts on learner outcomes.

Mentoring and professional learning communities as strategies to make school principals effective instructional leaders.

It is recommended that future research investigate to what extent; mentoring and professional learning communities that principals receive will assist them in managing the curriculum implementation process.

5.6 CONTRIBUTION OF THE STUDY

While there have been several studies that investigated the role of the principal as instructional leader, the focus of this study is unique in that it investigated the principal as instructional leader in facilitating curriculum changes and its implication on the provision of quality education. Both theoretical and practical contributions emerged from the study.

5.6.1 Theoretical contribution

The theoretical contribution of this study represents a contribution to the body of knowledge on how instructional leadership could be included into the wider conception of curriculum change management. This research has further established that a paradigm shift is required to enable the recognition and acceptance of instructional leadership as a defining prerequisite

for effective curriculum change management. Instructional leadership skills, change management techniques, and specific curriculum planning strategies became more explicit through this research, meeting the original aims of the study. This new knowledge includes the identification of support and mentoring programmes such as principals networking with other principals, and embarking on principal awareness campaigns. Knowledge and valuable insight was generated on the roles and responsibilities of principals as instructional leaders. This study may also be significant in that knowledge of instructional leadership practices in facilitating curriculum changes can be used to transform the many dysfunctional schools and improve the provision of quality education. By exploring the attitudes and experiences of principals in relation to facilitating curriculum changes, this study informs how principals practicing instructional leadership engage in this process and lends insight into curriculum implementation outcomes and how to enhance them. Finally, this research will fill in gaps within the existing literature, as the role of the principal as instructional leader in the facilitation of curriculum changes is examined.

5.6.2 Practical contribution

The practical contribution of this research can be utilised at the individual, district, and national level. The research provides insight into the nature and essence of instructional leadership and draws attention to various factors that either promote or hinder principals' role as instructional leader in facilitating curriculum change. An understanding of these factors can inform principals and aspiring principals dealing with curriculum matters. The findings could be used to motivate future principals to confidently progress through the ranks and aspire to be capable of effectively managing curriculum changes. At a district level, patterns of success of principals practicing effective instructional leadership in managing curriculum changes should be of interest to school districts as they develop induction of principals at the micro level. In addition, this will raise the awareness and interest of the DoE and policy-makers on the importance of the instructional leadership role of principals in the facilitation of curriculum changes. From a practical point of view, this research may address existing, lived struggles that principals as instructional leaders experience in the facilitation of curriculum changes. A set of practical tools and strategies could be developed using these findings to encourage, develop, and strengthen the role of both aspiring and serving principals to adopt effective instructional leadership practices that will ensure that curriculum changes are effectively implemented in the classroom. Moreover, this study will ensure that

instructional leadership becomes an important component of professional leadership development when preparing principals for leadership positions. This study has shown how establishing collaborative cultures as well as the principal's positive influence on teachers are integral elements in principals' facilitating curriculum changes. As supported by evidence from this study, principals seeking to effectively facilitate curriculum changes may choose to adopt instructional leadership strategies in facilitating curriculum changes.

5.7 LIMITATIONS OF THE STUDY

When considering the research findings, the limitations of the study must be explicated. One of them is that the study covered interviews with only four principals, and it would be interesting to see if a larger sample would reveal similar findings. Rural and townships schools included in the sample may have yielded different findings. Furthermore, this study was restricted to four schools in Johannesburg East district; as a result, findings may have been limited. Furthermore, I acknowledged that research bias was a potential limitation given my role as a curriculum manager of my school. I had to guard against succumbing to leading questions and wording bias which is the tendency to elaborate on participant's answers thus putting words into their mouth. To minimise this bias, I avoided elaborating or summarising their answers and I did not allow my experiences and knowledge on the topic influence my questioning.

In spite of these limitations, data collected from this study pinpointed salient areas that allows for a clear and detailed understanding and examination of the role of the principal as instructional leader in the facilitation of curriculum changes and its implication on the provision of quality education.

5. 8 CONCLUSION

Research and practice confirm that there is little chance of providing high quality education without skilled and committed principals practicing instructional leadership to manage curriculum changes. It is clear that curriculum changes is inevitable and will continue to be part of the dynamic nature of the educational sector. Gilbert (2011) argues that curriculum change is not an educational initiative limited to a time period but is an on-going and decisive

part of the routine practice of educational institutions. This means that current principals and future principals will continually be subjected to facilitating curriculum changes. Therefore to keep up and cope with on-going curriculum changes principals are urged to demonstrate positive instructional leadership practices and to acquire curriculum and change management skills which will empower them to plan effectively as well as to give effective direction and support to teachers in the curriculum change implementation process. The general aim of this research was to examine what instructional leadership roles principals take on when facilitating curriculum changes in schools and the implications this has on the provision of quality education.

Hence, in my effort to understand and examine how principals as instructional leaders deal with their roles in the midst of on-going curriculum changes that has occurred in South Africa since the mid-1990s, I conducted a case study research in four schools in the Johannesburg East area. Through first-hand experiences shared by principals, teachers and SMT members, I critically explored and examined what instructional leadership roles principals draw on to facilitate curriculum changes that improve quality education. The following objectives of the study were met, fulfilling the aims of the research: The nature and essence of instructional leadership performed by principals with respect to curriculum changes at school level were determined; how principals, as instructional leaders perform and view their role in the facilitation of curriculum changes were identified; how crucial instructional leadership authority of the principal as an important factor for the teacher's actions in the implementation of curriculum changes became apparent; and tools and strategies to strengthen the principal's role as instructional leader in facilitating curriculum changes that promote provision of quality education were outlined.

It was indicated in both the literature review and the research conducted that the effective facilitation of curriculum changes depends on the way the principal performs his or her roles and responsibilities as instructional leaders. The challenges that principals as instructional leaders are facing when facilitating curriculum changes cannot be ignored and research shows that there is no single solution for principals combating such challenges. Hence, the findings led me to formulate the provided recommendations on how principals could improve their performance as instructional leaders in facilitating curriculum changes.

Results of the study showed that the prevalence of many factors that acted as barriers to the principals' role in facilitating curriculum change. This research has explicitly shown that the very essence of instructional leadership is to guide principals in their responsibility when

curriculum changes are implemented. Although it is imperative for principals to find a balance between their administrative and instructional leadership roles, this study has shown that many principals neglect to do this. Furthermore, this research revealed that although the DoE provides schools with curriculum guidelines and policies, the lack of on-going departmental support and professional leadership development continue to be contributing factors that hamper the principals' successful management of curriculum changes.

It can therefore be concluded that this study achieved its purpose, clearly pointing out that the instructional leadership of the principal, is a critical factor in the successful facilitation of curriculum change initiatives resulting in improved provision of quality education. I can confidently say that the aim of the study and the primary research questions which were explored were well addressed and answered. It is my hope that this will result in principals practicing effective instructional leadership and improved learner performance in South Africa.

REFERENCES

Andrews, P.G. & Anfara, V.A. Jr. 2003. Leaders for a movement: professional preparation and development of middle level teachers and administrators. Greenwich, Connecticut: Information Age Publishing.

Anfara, Jr., V. A., & Mertz, N. T. (Eds.). 2006. Theoretical frameworks in qualitative research. Thousand Oaks, CA: Sage.

Ary, D., Jacobs, L.C., Razavieh, A. & Sorensen, C. 2006. Introduction to research in education. 7th edition. Canada: Thomson Wadsworth.

Babbie, E. & Mouton, J. 2006. The practice of social research. Cape Town: Oxford University press.

Babbie, E., Mouton, J. L., Voster, P., & Prozesky, B. 2001. The practice of social research: South African Edition. Cape Town: Oxford University Press.

Bamburg, J. D. & Andrews, R. L. 1991. School goals, principals, and achievement. School Effectiveness and School Improvement, 2: 175-191.

Bazeley, P. 2007. Qualitative data analysis with Nvivo. London: Sage Publications.

Becher, T., & Maclure, S. 1982. Agents of change. In T. Horton & P. Raggatt (Eds.). Challenge and change in the curriculum. Kent: Hodder and Stonghton.

Best, J.W. & Kahn, J.V. 2006. Research in education. 6th Edition. Englewood Cliffs: Prentice Hall.

Bhengu, T.T. 2005. Principals as professional leaders; implications for management of rural secondary schools during transition. Doctoral thesis (Unpublished). Pietermarizburg: School of Education, University of Kwa Zulu Natal.

Bisschoff, T. 1997. Co-operative education management: The key to transformation. Johannesburg: University of Johannesburg.

Bisschoff, T. & Mestry, R. 2007. Financial school management explained. 2nd edition. Cape Town: Pearson Publishing.

Blanford, S. 1997. Resource management in schools: Effective and practical strategies for the self-managing school. London: Pitman Publishing.

Blase, J. & Blase J.O. 2000. Effective instructional leadership: Teachers' perspectives on how principals promote teaching and learning in schools. Journal of Educational Administration. 38(2): 130-141.

Blasé, J., Blasé, J., & Phillips, D.Y. 2010. Handbook of school improvement: How high performing principals create high performing schools. Thousand Oaks: Corwin Press.

Bless, C & Higson-Smith, C. 2000. Fundamentals of social research methods: An African perspective. 2nd edition. Cape Town: Juta.

Boote, D.N. & Biele, P. 2005. Scholars before researchers: On the centrality of the dissertation literature review in research preparation. Educational Research. 34(6): 3-15.

Botha, M., Maree, J.G. & de Wit, M.W. 2005. Developing and piloting the planning or facilitating mathematical process and strategies for pre-school learners. Early Childhood Development and Care. 175(7): 697- 717.

Botha, R. J. 2004. Excellence in leadership: demands on the professional school principal. South African Journal of Education. 24(3): 239-243.

Botha, R. J., Van der Merwe, H.M., Van Zyl, A.E and Zengele, V.T. 2013. The effective management of a school: Towards quality outcomes. Pretoria: Van Schaik Publishers.

Bowen, G. A. 2009. Document analysis as a qualitative research method. Qualitative Research Journal, Vol 9(2), 27–40.

Brewer, H. 2001. Ten steps to success. *Journal of Staff Development*. 22(1): 30-31.

Brundrett, M. & Duncan, D. 2011. Leading curriculum innovation in primary schools. Management in Education. 25(3): 119-124.

Budhal, R. S. 2000. The impact of the principal's instructional leadership on the culture of teaching and learning in the school. Med dissertation (Unpublished). University of South Africa, Pretoria.

Burns, N. & Grove, S.K. 1999. Understanding nursing research. Philadelphia: WB Saunders Company.

Bush, T. 2004. Education leadership and management and governor training in Gauteng. Paper presented at the M G S L G conference: Johannesburg.

Bush, T. 2007. Educational leadership and management: theory, policy and practice. South African Journal Education. 27(3): 391-406.

Bush, T. 2013. Instructional leadership and leadership for learning: Global and South African perspectives. Education As Change. 17(S1): S5- S20.

Bush, T., Glover, D., Bisschoff, T., Moloi, K., Heystek, J. & Joubert, R. 2006. School leadership management and governance in South Africa: A Systematic Literature Review. Johannesburg: Matthew Goniwe School of Leadership and Governance.

Bush, T., Duku, N., Kiggundu, E., Kola, S., Msila, V. & Moorolosi, P. 2007. The Zenex ACE school leadership research. First Interim Report. Pretoria. Department of Education.

Bush, T & Heystek, 2006. School leadership and management in South African schools: Principals' perception. International Studies in Education Administration. 34(2): 63-76.

Bush, T. & Hughes, M. 2003. Theory and research as catalysts for change. In Walker, R. Hughes, M. Advancing education: School leadership in action. 3rd Edition. London: Falmer Press.

Bush, T., Kiggundu, E., & Moorosi, P. 2011. Preparing new principals in South Africa: The ACE: School leadership programme, South African Journal of Education, 31 (1), 31–43.

Bush, T; Joubert, R; Kiggundu, E & Van Rooyen, J. 2009. Managing teaching and learning in South African schools. International Journal of educational development. 2(7): 1-7.

Cardona, P., & Wilkinson, H. 2006. Teamwork. IESE Business School: University of Navarra.

Caldwell, B.J. 2002. Professionalism for Australian principals. The international Principal. 5: 9-10.

Cameron, E. & Green, M. 2012. Making sense of change management. A complete guide to the models, tools and techniques of organisational change. 3rd Edition. Kogan Page. London.

Captain, B.G. 2010. Fostering effective leadership and management with special reference to rural schools. Med (Unpublished). University of Johannesburg.

Carl, A.E. 2002. Teacher empowerment through curriculum development theory into practice. 2nd Edition. Cape Town: Juta.

Chan, C.K.L. & Luk, L.Y.Y. (2013). Faculty perspective on the "3+3+4' curriculum reform in Hong Kong: A Case study. International Education Studies. 6(4): 56-66.

Chance, P.L. 2009. Introduction to education leadership & organisational behaviour: Theory into practice. 2nd Edition. New York: Eye On Education.

Charmaz, K. 1983. The grounded theory method: An explication and interpretation in contemporary field research. Boston: Little Brown.

Cheng, Y. 1996. School Effectiveness and School-Based Management: A Mechanism for Development. London: Falmer Press.

Christensen, L., Johnson, B.R. & Turner, L.A. 2011. Research methods, design & analysis. 11th Edition. Boston: Allyn & Bacon.

Clabo, B.T. 2010. The high school principal as instructional leader: An exploratory, mixed method case study examining principal leadership within the context of rural secondary schools. PhD dissertation. University of Tenessee.

Clark, J., Modgil, C & Modgil, S. 1990. Anthony Giddens: Consensus and controversy. London: The Falmer Press.

Coetzee, S. A., Van Niekerk, E. J., & Wydeman, J. L. 2008. An educator's guide to effective classroom management. Pretoria: Van Schaik Publishers.

Cohen, S.G. & Bailey, D.E. 2007. What makes teams work: group effectiveness research from the shop floor to executive suite? Journal of Management. 23(3):239-290.

Cohen, L., Manion, L. & Morrison, K. 2000. Research methods in Education. 5th Edition. London: Routledge.

Coleman, M., Graham- Jolly, M & Middlewood, D. 2003. Managing the Curriculum in South African Schools. London: Paul Mall.

Cormack, S. 2000. The research process in nursing. 4th Edition. London: Blackwell Science.

Crankshaw, W.T. 2011. The superintendent as instructional leader: Exploring teachers' values and perceptions of the role. Doctoral Thesis (Unpublished). The Sage College, New York.

Creswell, J.W. 2005. Educational Research: planning, conducting and evaluating qualitative and quantitative research. New Jersey: Pearson Education, Inc.

Creswell, J.W. 2009. Research design: Qualitative, quantitative and mixed methods. Thousand Oaks, CA: Sage Publishers.

Darlington, Y. & Scott, T. 2002. Qualitative research in practise. Buckingham: Open University Press.

Datnow, A., Hubbard, L., & Mehan, H. 2002. Extending educational reform: from one school to many. London: Routledge Falmer.

Davidoff, S. & Lazarus, S. 2002. The learning school: an organisational development approach. 2nd Edition Lansdowne, Cape Town: Juta.

Davis, S., Darling-Hammond, L., & LaPointe, M. 2005. School leadership study: Developing successful principals. Stanford, California: Stanford University, Stanford Educational Leadership Institute.

Day, C. 2000. Beyond Transformational Leadership. Educational Leadership. April: 56–59.

De Jager, P. 2001. Resistance to change: a new view of an old problem, The Futurist, May/June, Washington. 35(3):24-27.

Dempster, N. 2012. Principals leading learning: Developing and applying a leadership framework. *Education 3 – 13*. 40(1): 49–62.

Denzin, N. K. & Lincoln, Y.S. (Eds). 2000. Handbook of qualitative research. Thousand Oaks. CA:Sage.Department of Basic Education. 2010. Action plan 2014. Towards the realisation of schooling 2025. Available from: http://planipolis.iiep.unesco.org (Accessed 20 March 2014).

Department of Education. 2010. Approval of the National Curriculum Statement Grade R-12as National Education Policy. Government Gazette (No. 34600) at a Glance 2009. Pretoria Government Printer.

Department of Basic Education. 2011. Curriculum and Assessment Policy Statement. Available from: http://www.education.gov.za. (Accessed 15 July 2014).

Department of Education 2000. School Management Teams: Introductory Guide. Pretoria: CTP Book Printers.

Department of Education 2001. Education in South Africa: Achievements since 1994. Pretoria: Government Printers.

Department of Education 2002. National Curriculum Statement (NCS) for Grade R – 9: Overview. Pretoria: Department of Education.

Department of Education 2003. National Curriculum Statement Grades 10 -12 (General) History. Pretoria: Department of Education.

Department of Education 2004. White Paper on Education. Pretoria: CTP book printers.

Department of Education 2007. Towards effective school management and governance. Guide for school management teams. Pretoria: CTP book printers.

Department of Education 2008. Grade 3 Systemic Evaluation 2007 Leaflet. Pretoria: Department of Education.

Department of Education 2009. National Curriculum Statement: Grade R-12. Pretoria: Government Printer.

Department of Education 2009. Report of the Task Team for the Review of the Implementation of the National Curriculum Statement. Pretoria: Government Printers.

Department of Education 2011. Report on the Annual National Assessments of 2011. Pretoria:Government Printer.

Department of Education. 2006. The National Policy Framework for Educator Education and Development in South Africa. Pretoria. Government Printing Works.

De Vos, A.S., Strydom, H. Fouche, C.B., & Delport, C.S.L. 2006: Research at Grass Roots: For the social sciences and human service professions. 3rd Edition. Pretoria: Van Schaik Publishers.

Director's Circular Minute No. 15 of 2006. Harare: Ministry of Education, Sport and Culture.

Drysdale, L. & Gurr, D. 2011. Theory and Practice of successful school leadership in Australia. School Leadership and Management. 31(4): 355-368.

DuFour, R. 2002. The learning-centered principal. Educational Leadership. 59(8):12-15.

Du Plessis, P. 2013. The principal as instructional leader: Guiding to improve instruction. Education as Change. 17(S1) S79- S92.

Edwards, W. 2002. Excellence in principal leadership. The International Principal. (5): 3-5.

Flath, B. 1989. The principal as instructional leader. ATA Magazines. Vol 69(3): 19-22: 47-49.

Ford, J.D., & Ford, L.W. 2009. Resistance to change: A re-examination and extension. Research in Organisational Change and Development. Vol 17(2): 211-239.

Foster, A.E. 2005. A non-linear model of seeking behaviour. Information research. 10(2). Available from: http://InformationR.net/ir/10-2/paper 222.html (Accessed 12 February 2014).

Foy, P., Martin, M., & Mullis, I. 2010. The limits of measurement: problems with estimating reading achievement in PIRLS 2006 for low-performing countries. Boston: TIMSS & PIRLS International Study Center.

Fraenkel, J.R. & Wallen N.E. 2003. How to design and evaluate research in education. New York: McGraw Hill.

Fullan, M. 2004. The new meaning of educational change. New York: Teachers College Press.

Fullan, M. 2007. The new meaning of educational change. 4th edition. New York: Teachers College Press.

Fulmer, L., C. 2006. Becoming instructional leaders: lessons learned from instructional leadership work samples. Educational Leadership and Administration Journal. 18: 109-129. Available from: http://files.eric.ed.gov/fulltext/EJ795111.pdf

Gertrude, S. 2009. The Principal as a curriculum leader during the time of educational change. MEd Dissertation (Unpublished). Stellenbosch University.

Giddens, A. 1984. The Constitution of Society: Outline of the Theory of Structuration, Cambridge: Polity Press.

Gilbert, R. (2011). Professional Learning flagship Program: Leading curriculum change, Literature Review. Available from: www.aitsl.edu.au. (Accessed 27th March 2014).

Gilgeous, V. 1997. Operations and management of change. London: Pitman.

Glantz, J. 2006.What every principal should know about instructional leadership. California: Corwin Press.

Glatthorn, A. A., Boschee, F., Whitehead, B. M., & Boschee, B. F. 2012. Curriculum leadership: Strategies for development and implementation. 3rd Edition. Washington, DC: SAGE Publications, Inc.

Glicken, M.D. 2003. Social research: A simple guide. Boston: Allyn & Bacon.

Gliner, J. A. & Morgan, G. A. 2000. Research methods in applied settings: An integrated approach of design and analysis. London: Lawrence Erlbaum Associates, Publishers.

Glover, D. & Bush, T. Distributed leadership in action: Leading high performing teams in English Schools: School Leadership Management. 32(1): 21 – 36.

Goodson, I., Moore, S. & Hargreaves, A. 2006. Teacher nostalgia and the sustainability of reform: The generation and degeneration of teachers' missions, memory and meaning. Educational Administration Quarterly. Vol 42(1): 42-61.

Goslin, K.G. 2009. How instructional leadership is conveyed by high school principals: The findings of three case studies. Presented at the International Congress for School Effectiveness and Improvement. Canada

Grobler, B. 2013. The school principal as Instructional Leader: A structural equation model. Education as Change. 17(S1), 177-199.

Guba, E.G. & Lincoln, Y.S. 1989. Fourth generation evaluation. Newbury Park, CA: Sage.

Gubrium, J. F. & Holstein, J. A. 2002. Active interviewing. In Silverman, D. 2002 Qualitative research theory, method and practice. London: Sage.

Gultig, J. Hoadley, U. & Jansen, J. 2002. Curriculum- from plans to practices. Cape Town: Oxford University Press.

Gupton, S. 2003. The instructional leadership toolbox: A handbook for improving practice. Thousand Oaks: Corwin press.

Hallinger, P. 2003. Leading educational change: Reflections on the practice of instructional and transformational leadership. Cambridge Journal of Education. 33:329–351.

Hallinger, P. 2009. Leadership for the 21st century schools: From instructional leadership to leadership for learning. Hong Kong: Hong Kong Institute of Education.

Hallinger, P. & Heck, R. 2010. Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. School Leadership and Management. 30(2): 95–110.

Hallinger, P. & Murphy, J. 1985. Assessing the instructional management behaviour of principals, Elementary School Journal. 86(2):217-47.

Hancock, D.R. & Algozzine, B. 2006. Doing case study research: A practical guide for beginning researchers. New York: Teachers College Press.

Hargreaves, A. 2009. A decade of educational change and a defining moment of opportunity and introduction. Journal of Educational Change. 10:89-100.

Hargreaves, A. & Fullan, M. 2009. Change wars: A hopeful struggle. In Change Wars. Edited by Hargreaves, A. & Fullan, M. Bloomington: Solution Tree.

Harris, A. 2009. Big change question: does politics help or hinder education change? Journal of Education Change. 5(10): 63-67.

Harris, A. 2010. Leading system transformation. School leadership and Management. 30(3): 197–207.

Harris, A., Day, C., Hopkins, D., Hadfield, M., Hargreaves, A., & Chapman, C. 2003. Effective leadership for school improvement. London: Routledge Falmer.

Harris, A. & Muijs, D. 2003. Teacher leadership- Improvement through empowerment? A overview of the literature. Educational Management and Administration.31 (4):437-448.

Henning, E. Van Rensburg & Smit, 2004. Finding your way in qualitative research. South Africa: Van Schaik Publishers.

Hoadley, U., Christie, P. & Ward, C.L. 2009. Managing to learn: Instructional leadership in South African secondary schools. School Leadership and Management 29(4), 373-389.

Hoadley, U. & Jansen, J. 2011. Curriculum: Organizing knowledge for the classroom. 4th Edition. South Africa: Oxford University Press.

Hopkins, D., Ainscow, M. & West, M. 1994. School improvement in an era of change. London: Cassel.

Horng, E. & Loeb, S. 2010. New thinking about instructional leadership. Phi Delta Kappan, 93(3):66-69.

Howard, J. 2007. Curriculum development. Elon University: Center for the Advancement of Teaching and Learning.

Howie, S., Venter, E., Van Staden, S., Zimmerman, L., Long, C., & Du Toit, C. 2008. PIRLS 2006 Summary Report: South African Children's Reading Literacy Achievement. Pretoria: Centre for Evaluation and Assessment.

Hoyle, E. & Wallace, M. 2005. Education leadership: Ambiguity, professional and managerialism. Sage publications. London: Thousand Oaks.

Huber, S. & West, M. 2002. Developing school leaders: A critical review of current practices,approaches and issues and some directions for the future. In K. Leithwood., P. Hallinger (Eds.), Second International Handbook of Educational Leadership and Administration Part 2. Dordrecht: Kluwer.

Ifeoma, O. E. 2013. Curriculum Planning in Secondary Schools: Principals' Practices and Challenges in an Era of Knowledge and Learning Management. International Journal of Academic Research in Progressive Education and Development. Vol. 2 (1), 443-453.

Ifeoma, O.E. 2010. Roles and actions of school principals in managing curricular reforms in Nigeria. International Journal of Educational Research and Technology. 1(1):85-90.

Jacobs M, Vakalisa, N. C. G., & Gawe N 2011. Teaching-learning Dynamics. South Africa: Pearson Education.

Jansen, J. 2001. Rethinking education policy making in South Africa. In Kraak, A and Young, M. (Eds.) Education in Retrospect. Johannesburg: Ultra Litho (Pty) Limited.

Jansen, J. & Taylor, N. 2003. Educational changes in South Africa 1994-2003: case studies in large-scale Education reform. Education Reform and Management Publication. 2(1): 1-13.

Jarusewicz, C. 2005. Responsible eclecticism: Using a structured analysis process to facilitate curriculum discourse with graduate early childhood students. Journal of Early Childhood Teacher Education. 28(3): 321-331.

Jazzar, M. & Algozzine, B. 2006. Critical issues in educational leadership. Boston: Pearson Education, Inc.

Jenkins, J. & Pfeifer, R.S. 2012. The principal as curriculum leader. Principal Leadership. 12(5):30-34.

Johnson, B. & Christensen, L. 2012. Educational Research: Quantitative, Qualitative, and Mixed Approaches. 4th Edition. Thousand Oaks, California: SAGE Publications, Inc.

Joubert, R. & Bray, E. 2007. Public School Governance in South Africa. Paarl: Paarl Print.

Kaagan, S. & Headley, L. 2010. Bringing your learning community to life: A road map for sustainable school improvement. California: Corwin.

Kamper, G. 2008. A profile of effective in some South African high-poverty schools. *South African Journal of education,* Vol. 28, No. 21, pp. 1- 18.

Keefe, J.W. & Jenkins, J.M. 2002. Personalized instruction. Phi Deltaa:Kappan. 83(6):450-456.

Kennedy, A. 2006. Globilisation, global English: 'Futures trading' in early childhood education. Early Years. 26(3): 295-306.

Kiggundu, E. and Moroosi, P. 2012. Networking for leadership in South Africa: Perceptions and realities. School Leadership and Management.Vol 32 (3): 215-232.

Kihato C, Kabemba C 2002. Enhancing Policy Implementation. Research Report No. 92, Johannesburg: Centre for Policy Studies.

Kouzes, J.M. & Posner, B.Z., 2001, in W. Bennis, G.M. Spreitzer & T.G. Cummings (Eds.). Bringing leadership lessons from the past into the future. Jossey-Bass, San Francisco.

Kruger, A.G. 2003. Instructional leadership: the impact on the culture of teaching and learning in two effective secondary schools. South African Journal of Education. 23(3): 206-211.

Kruger, R. & Casey, M. 2000. Focus groups: A practical guide for applied research. 3rd Edition. Thousand Oaks, CA: Sage.

Lachiver, G. & Tardif, J. 2002. Fostering and managing curriculum changes and innovation. Frontiers in Education Conference. Boston.

Lashway, L. 2002. Developing instructional leaders. ERIC Digest 160. Retrieved March 18, 2019, from ERIC database. (ERIC No. ED466023)

Lee, T. 2009. Strategy and leadership for turbulent times: Exploring the characteristics of essential strategic leadership for schools. Germany: Dudweiler Landstr, Saarbrucken.

Leedy, P.D. & Ormrod, J.E. 2001. Practical research: Planning and design. 7th Edition. Pearson Publishers.

Leithwood, K.A., Louis, K.S., Anderson, S., & Wahlstrom, K. 2004. How leadership influences student learning: Review of research. New York: The Wallace Foundation.

Leithwood, K. & Jantzi, D. 2006. Transformational School Leadership for large scale reform: Effects on students, teachers, and their classroom practices. School Effectiveness and School Improvement. 34(2): 131-141.

Leithwood, K.A. & Riel, C. 2003. What we know about successful school leadership. Report by the Task Force on Developing Research in Educational Leadership. National College of School Leadership.

Leu, E. & Price-Rom, A. 2005. *Quality of education and teacher learning: A review of the literature*. Chicago: American Institutes for Research.

Levine, A. 2006. *Educating School Teachers.* Washington, DC: The Education Schools Project.

Lichtman, M. 2010. Understanding and evaluating educational research. California: Sage Publications.

Loock, C., Grobler, B. & Mestry, R. 2006. Human resource management in education. Rebalancing the scale. Pretoria: Van Schaik Publishers.

Loue, S. & Pike, E.C. 2007. Case studies in ethics and HIV research. New York: Springer Science Publishers.

Lunenburg, F.C. 2010. The principal as instructional leader. National Forum of Educational and Supervision Journal. 27(4):1 - 7

MacLaughlin, M. 2002. Implementation as mutual adaptation changes in classroom organisations, in Gultig, J., Hoadley, U. and Jansen, J. (Eds.). Curriculum: From plans to practices. Reader. Maitland: South African Institute for Distance Education and Oxford University Press.

Maile, S. 2002. Accountability: an essential aspect of school governance: South African Journal of Education. 22(4): 326 – 331.

Makombe, B. & Madziyire, N. C. 2002. The role of the instructional leader. Module EA3AD302. Harare: Zimbabwe Open University.

Maldonado, D.E.Z., Rhoads, R. & Beunavista, T.L. 2005. The student-initiated retention project: Theoretical contribution of self-empowerment. American Education Research Journal. 42(4): 605-638.

Marishane, R.N. 2011. School Leadership in a Changing Context: A Case for School-based Management. Pretoria: Van Schaik.

Marishane, R.N., Botha, R.J., & du Plessis, P. 2011. School leadership in a changing context: A case for school based management. Van Schaik Publishers: Pretoria, South Africa.

Marshall, C. & Rossman, G. B. 2015: Designing qualitative research, 6th Edition. Thousand Oaks: Sage.

Marzano, R. 2005. A new era of school reform: Going where the research takes us. Aurora: Midcontinent Legional Educational library.

Masters, G.N. 2009. A share challenge: Improving literacy, numeracy and science learning in Queensland Primary School. Australia: Australian Council for Educational Research (ACER).

Masuku, S. 2011. The instructional leadership role of the high school head in creating a culture of teaching and learning in Zimbabwe. Doctoral Thesis. Pretoria: UNISA

May, T. 2002. Qualitative research in action. Sage Publications, London.

McDowell, C. Building strong school leadership. Centre for education policy and leadership. Available from: http://.www/ riley.furman/education (Accessed 8 December 2013).

McEwan, E.K. 2003. 7 Steps to effective instructional leadership. Thousand Oaks: Corwin Press.

McMillan. J.H. & Schumacher. S. 1997. Research in Education: A conceptual introduction. 3rd Edition. New York: Harper Collins College Publishers.

McMillan. J.H. & Schumacher. S. 2006. Research in education: evidence-based enquiry. Boston: Pearson Education, Inc.

McMillan, J.H. & Schumacher, S. 2010. Research in education: evidence-based enquiry. Boston: Pearson Education, Inc.

Menter, I., Elliot, D., Hulme, M., Lewin, J. & Lowen, K. 2011. A guide to practitioner research in education. Thousand Oaks, California: Sage.

Merriam, S.B. 2009. Qualitative research: A guide to design and implementation. San Francisco: Jossey-Bass.

Mertens, D. M. 2010. Research and Evaluation in Education and Pyschology: Integrating Diversity with Quantitative, Qualitative and Mixed Methods. USA: Sage Publications Inc.

Mestry, R. 2013. The Innovative Role of the Principal as Instructional Leader: A Prerequisite for High Student Achievement? Journal of Educational Management. 60(25): 119-123.

Mestry, R. & Grobler, B.R. 2004. The training and development of principals to manage schools effectively using competency approach. International Studies in Educational Administration. 32(3):2–19

Mestry, R. & Singh, P. 2007. Continuing professional Development for principals. A South African perspective. South African Journal of Education. 27: 477- 490.

Mestry, R., Moonsammy-Koopasammy, I.M., & Schmidt, M. 2013. The instructional leadership role of primary school principals. Education as Change. 17(S1): 49-64.

Miles, M.B. & Huberman, A.M. 2014. Qualitative data analysis: An expanded source book. 3rd Edition. Thousand Oaks, California: Sage.

Mohapi, S.J., Magano, M., Mathipe, M., Matlabe, S., & Mapotse, T. 2014. Exploring Principals' Reflections of Curriculum Management Changes in South African Rural Primary Schools. Mediterranean Journal of Social Sciences: 5(23): 1221 - 1224

Moloi, K.C. 2005. The school as a learning organisation: Reconceptualising school practices in South Africa. 2nd Edition. Pretoria: Van Schaik.

Moloi, M., & Strauss, J. 2005. *The SACMEQ II Project in South Africa: A study of the conditions of schooling and the quality of education. South Africa working paper*. SACMEQ Educational Policy Research Series.

Motaung,T. I. 2000. Effective structures for collaboration as an aspect of school management: Implication for whole school development. (Unpublished). Masters Thesis Johannesburg: University of Johannesburg.

Mouton, J. 2001. How to succeed in your Master's and Doctoral studies. A South African guide and resource book. Pretoria: Van Schaik.

Mouton, N., Louw, G.P., & Strydom, G.L. 2012. A historical analysis of the post-apartheid dispensation education in South Africa (1994-2011). International Business and Economics Research Journal. 11(11): 1212-1221.

Msile, V. 2008. From Apartheid Education to the Revised National Curriculum Statement: Pedagogy for Identity Formation and Nation Building in South Africa. Nordic Journal of African Studies. 16(2): 146–160.

Muijs, D. 2010. Leadership and organisational performance: From research to prescription? International Journal of Educational Management. 25(1): 45-60.

Mulford, B. 2003. School leaders: Changing roles: impact on teacher and school effectiveness. Available from: http://www.oecd.org. (Accessed 3 December 2013).

Mullins, L.J. 2005. Management and organisational behaviour. Harlow: Prentice-Hall.

Mullis, I., Martin, M., Foy, P., & Arora, A. 2012. TIMSS 2011 International Results in Mathematics. Chestnut Hill, USA: TIMSS & PIRLS International Study Centre and IEA.

Murphy, J. 1990. Principal instructional Leadership. Advances in Educational Administration. 1 (B), 163-200.

Murphy, J., Elliott, S. N., Goldring, E., and Porter, A. C. (2006). Learning-centered leadership: A conceptual Foundation. New York, NY: The Wallace Foundation.

Naicker, I., Chikoko, V. & Mthiyane, S.E. 2013. Instructional leadership practices in challenging school contexts. Education as Change. 17(S1): 137-150.

Naidoo, P. & Petersen, N. 2015. Towards a leadership programme for primary school principals as instructional leaders. South African Journal of Childhood Education. 5 (3): 1-8.

Naidu, A., Joubert, R., Mestry, R., Mosego, J., & Ngcobo, T. 2008. Education management and leadership: A South African perspective. Cape Town: Oxford University Press.

Ndou, N.F. 2008. The role of the school management team in curriculum change management. Dissertation. Pretoria: UNISA.

Neuman, W.L. 2000. Social research methods: Qualitative and quantitative approaches. 5th Edition. Boston: Allyn and Bacon.

Nicholson, K. 2011. Quality assurance in higher education: A review of the literature. Accessed on March 3, 2019, from http://www.cou.on.ca/Related- Sites/The-OntarioUniversities-Council-on-Quality-Assura/Policies/PDFs/Quality-Assurance- Frameworkand-Guide-Nov--2010.aspx.

Nieuwenhuis, F. J. & Mokoena, S.P. 2001. Management of Educational Institutions IV Module A Reader (MEI4M1E). Florida: TSA.

NPC. (2012). National Development Plan 2030: Our Future - Make It Work. Pretoria: National Planning Commission, Presidency.

Neuman, W.L. 2000. Social research methods: qualitative and quantitative approaches. 4th Edition. Boston: Allyn & Bacon.

Offor, C. 2005. The adequacy of head teachers' supervisory skills in Anambra State. M.ED (Unpublished). Awka: Nnamdi Azikiwe University.

Oliva, P.F. 2009. Developing the Curriculum.United States of America: Pearson Education, Inc.

Oxford Dictionary. Available from: https://en.oxforddictionaries.com/definition/online (Accessed 31 October 2013).

Paton, R. & McCalman, J. 2000. Change management: a guide to effective implementation. London: Chapman.

Patton, M. Q. 2002. Qualitative research and evaluation methods. Thousand Oaks, CA: Sage.

Payne, G. & Payne, J. 2004. Key concepts in social research. London: The Cromwell Press Ltd.

Peretomode & Ikoya. 2010. Managing Nigerian secondary school reforms to enhance equity and globalization. Education Research and Reviews. 5(6): 298- 302.

Porter, A. C., Murphy, J., Goldring, E., Elliott, S. N., Polikoff, M. S., & May, H. Vanderbilt. 2008. Assessment of Leadership in Education: Technical manual. Available from: http://www.wallacefoundation.org/knowledge-center/pages/vanderbilt-assessment-of-leadership-in-education-technical-manual-1.aspx

Print, M. 1993. Curriculum development and design. Sydney, Australia: Allen and Unwin.

Ramparsad, S. 2001. The leadership role of the principal in managing and supporting curriculum change in South Africa. MEd (Unpublished). Pretoria: University of South Africa.

Richie, J. & Lewis, J. 2003. Qualitative research practice: a guide for social science students and researchers. Sage: London.

Robbins, P. & Alvy, H. B. 2003. The principal's companion: Strategies and hints to make the job easier. 2nd Edition. Thousand Oaks, CA: Corwin Press.

Robinson, V. M. J. 2007. The impact of leadership on student outcomes: Making sense of the evidence. Availale from: http://research.acer.edu.au/research conference (Accessed 16 January 2014).

Roekel, D.V.2008. Changing role of school leadership. NEA Education Policy and Practice Department, Center for Great Public Schools. Washington D.C. Available from: http://www.nea.org/assets/docs/PB09_Leadership08.pdf

Sahlberg, P. 2005. Curriculum change as learning: In search of better implementation. In P. Sahlberg (Ed.) Curriculum reform and implementation in the 21st century: Policies, perspectives, and implementation. Ankara, Turkey: Ministry of National Education.

Saldana, J. 2009. *The coding manual for qualitative researchers.* London: Sage.

Sean Slade, 2017. Global Outreach ASCD. What do we mean by a quality education? Available from: https://www.huffingtonpost.com/sean-slade/what-do-we-mean-by-a-qual_b_9284130.html (Accessed 12 March 2019)

Seehorn, A. 2012. Common Barriers to Curriculum Change. Available from: www.ehow.com/info_commo-barriers-curriculum-change.html. (Accessed 29th January 2017.

Senge, P.M. 2006. The Fifth Discipline: The art and practice of the learning organisation. Revised edition. London: Random House Business Books.

Sergiovannie, T. J. 2001. The principalship: A reflective perspective. Boston: Mass, Allyn and Bacon.

Sergiovanni, T. J., Kelleher, P., McCarthy, M. M., & Wirt, F. M. 2003. Educational governance and administration. 5th Edition. Boston: Pearson Education.

Sigilai, R.M. & Bett, J.C. 2013. Effectiveness of head teachers' leadership styles on the management of public primary school curriculum implementation. *Bomet County, Kenya.* 4(2): 375–382.

Simkins, C. 2013 Mathematics outcomes in South African schools. What are the facts? What should be done? Johannesburg: The Centre for Development and Enterprise. Available from: www.cde.org.za (Accessed 7 December 2013).

Smith, P. J., Cronje, G. J., Brevis, T., & Vrba, N. J. 2007. Management principles: A contemporary edition for Africa. 4th Edition. Cape Town. Juta &Co. Ltd.

Smith, C., Mestry, R., & Bambie, A. 2013. Roleplayers experiences and perceptions of heads of departments' instructional leadership role in secondary schools. Education as change.17(S1): S163- S176.

South Africa.1996. The South African Schools Act, 84 of 1996. Pretoria: Government Printer.

South Africa. 1998. Employment for Educators Act of 1998. Pretoria: Government Printer.

South Africa. 2007. Education Laws Amendment Act, 2007. Government Gazette (No. 30637). Pretoria: Government Printer.

South Africa. 2010. Towards the Realisation of Schooling 2025. Government Gazette (No. 33434). Pretoria: Government Printer.

South Africa, 2012. Department of Performance Monitoring and Evaluation. Pretoria: Government Printer.

Southworth, G. 2002. Instructional leadership in schools: Reflections and empirical evidence. School Leadership and Management. 2291:73-91.

Sofo, F., Fitzgerald, R., & Jawas, U. 2012. Instructional leadership in Indonesian school reform: Overcoming the problem to move forward. School Leadership and Management. 32(5):502-522.

Spaull, N. 2013. South Africa's Education Crisis: The quality of education in South Africa 1994-2011. The Centre for Development and Enterprise. Available from: www.cde.org.za (Accessed 7 December 2013).

Spillane, J. P. 2006. Distributed leadership. San Francisco: Jossy-Bass.

Spillane, J., Halverson, R., & Diamond, J. 2004. Towards a theory of leadership practice: A distributed perspective. Journal of Curriculum Studies. 36(1): 3-34.

Spreen C.A. & Vally, S. 2010. Outcomes-based education and its (dis)contents: Learner-centred pedagogy and the education crisis in South Africa. Southern African Review of Education with Education with Production. 16(1): 39-58.

Stake, R.E. 2006. Multiple Case Study Analysis. New York: The Gilford Press.

Stoelinga, S.R. 2010. At the intersection of principal and teacher instructional leadership: The case of Donaldson Elementary. *Journal of Cases in Educational Leadership*. 13(2): 21–28.

Stringe, P. & Hourani, R. B. 2015. Transformation of roles and responsibilities of principals in times of change. Educational Management Administration & Leadership.44(2) : 1-23.

Stronge, J. H. 2013. Principal evaluation: Standards, rubrics, and tools for effective performance. Alexandria, VA: ASCD.

Supovitz, J. A., Sirinides, P. & May, H. 2010. How principals and peers influence teaching and learning. Education Administration Quarterly. 46(1): 31 - 56.

Taole, M. J. 2013. Teachers' conceptions of the curriculum review process. Department of Curriculum and Instructional Studies, University of South Africa, Pretoria. International Journal of Educational Science. 5(1): 39-46.

Taylor, N., Van der Berg, S,. & Mabogoane, T. 2013. Context, theory, design. in N. Taylor, S. Van der Berg & T. Mabogoane (Eds.). Creating effective schools. Pearson, Cape Town.

The Wallace Foundation. 2012. The school principal as leader: Guiding schools to better teaching and learning. Available from: http://www.wallacefoundation.org/Search/Pages/results.aspx?k=The%20Principal%20as%20Leader (Accessed 20 October 2015).

Thomas, D.R. 2006. A general inductive approach to analysing qualitative evaluation data. America Journal of Education. 27(2): 63- 78.

Trong, K. 2010. The relative risk-percentage equity index: Measuring equity in reading achievement across PIRLS 2006 Countries. Hamburg: International Association for the Evaluation of Education.

Thurlow, M. Bush, T., & Coleman, M. 2003. Leadership and Strategic Management in South African Schools. London: Commonwealth Secretariat.

Uys, H.H.M. & Basson, A.A. 1991. Research methodology in nursing. 2nd Edition. Pretoria: Kagiso Tertiary.

Van Deventer, I., Kruger, A.G., Van Der Merwe, H.M., Prinsloo, I.J. and Steinmann, C.F. 2003. An educator's guide to school management skills. Van Schaik Publishers. 11th Edition. Pretoria.

Van der Westhuizen, P.C. 2007. An educational guide to school management skills: Schools as organisations. Pretoria: Van Schaick.

Van der Westhuizen, P.C. 2003. Schools as organisations. Pretoria, Van Schaick.

Van Niekerk, E.J. & Van Niekerk, P. du P. 2009. Managing change in education through a model of long-term leadership and short-term leadership. Journal of educational studies. 8(1): 1-21.

Walker, A. & Dimmock, C. 2008. Preparing leaders, preparing learners: The Hong Kong experience. In M. Brunddrett and M. Crawford. (Eds.). Developing school leaders: An international perspective. Oxford: Routledge.

The Wallace Foundation. 2006. Leadership for Learning: Making the Connections Among State, District and School Policies and Practices. New York, NY: Wallace Foundation.

Wallace, M. & Poulson, L. 2003. Learning to read critically in Educational Leadership and Management. London: Sage.

Weber, J. 1996. Leading the instructional programme. In Smith, S. & Piele, P. (Eds.). School Leadership. Eugene, Oregon: Clearinghouse Educational Management.

Whitaker, B. 1997. Instructional leadership and principal visibility. The Clearinghouse. 70(3): 155-156.

Wiles, J., & Bondi, J. 2007. Curriculum development: A guide to practice. (7th Edition).Upper Saddle River, NJ: Prentice Hall.

Wilson, E. 2013. School-based research: A guide for education students. Thousand Oaks, California: Sage

Yilmaz, K. 2004. Views of elementary school teachers on the relationship between school administrators' supportive leadership behaviours and organisational trust at school. Inonu University Journal of Faculty of Education. 5(8): 117-131.

Yin, R.K. 2009. Case study research: Design and methods. Los Angeles: SAGE.

Yin, R.K. 2011. Qualitative research from start to finish. New York: Guilford Press.

Yin, R.K. 2012. Applications of case study research. Los Angeles: SAGE.

Yunas, M. & Iqbal, M. 2013. Dimensions of Instructional Leadership Roles of Principals. Interdisciplinary Journal of Contemporary Research in Business. 4: 629-637.

Yukl, G. 2002. Leadership in Organizations. 5th Edition. New Jersey: Prentice Hall.

Zhidong, B. 2012. An exploration of the driving force behind teacher resistance to curriculum change. In Chen, S., Kompf, M. (eds). Chinese Scholars on Western Ideas about Thinking, Leadership, Reform and Development in Education. Critical Issues in the Future of Teaching and Learning. Vol 7 (3):113 – 121.

APPENDICES

APPENDIX 1 : ETHICS CLEARANCE

UNIVERSITY
OF
JOHANNESBURG

ETHICS CLEARANCE

Dear V Govindsamy

Ethical Clearance Number: 2015-073

The principal as instructional leader in the facilitation of curriculum changes: implications for the provision of quality education.

Ethical clearance for this study is granted subject to the following conditions:

- If there are major revisions to the research proposal based on recommendations from the Faculty Higher Degrees Committee, a new application for ethical clearance must be submitted.
- If the research question changes significantly so as to alter the nature of the study, it remains the duty of the student to submit a new application.
- It remains the student's responsibility to ensure that all ethical forms and documents related to the research are kept in a safe and secure facility and are available on demand.
- Please quote the reference number above in all future communications and documents.

The Faculty of Education Research Ethics Committee has decided to

☒ Grant ethical clearance for the proposed research.
☐ Provisionally grant ethical clearance for the proposed research
☐ Recommend revision and resubmission of the ethical clearance documents

Sincerely,

Prof Geoffrey Lautenbach
Chair: FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE
30 November 2015

APPENDIX 2 : APPROVAL FROM GDE

GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GDE RESEARCH APPROVAL LETTER

Date:	6 October 2016
Validity of Research Approval:	6 February 2017 to 29 September 2017
Name of Researcher:	Govindasamy V.
Address of Researcher:	P.O. Box 13894; Laudium; Pretoria; 0037
Telephone / Fax Number/s:	082 655 9262
Email address:	vanithag@sagewood.co.za
Research Topic:	The principal as instructional leader in the facilitation of curriculum change: provision for quality education
Number and type of schools:	THREE Primary and TWO Secondary Schools
District/s/HO	Johannesburg East

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved. A separate copy of this letter must be presented to the Principal, SGB and the relevant District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted. However participation is VOLUNTARY.

The following conditions apply to GDE research. The researcher has agreed to and may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

CONDITIONS FOR CONDUCTING RESEARCH IN GDE

1. The District/Head Office Senior Manager/s concerned, the Principal/s and the chairperson/s of the School Governing Body (SGB.) must be presented with a copy of this letter.
2. The Researcher will make every effort to obtain the goodwill and co-operation of the GDE District officials, principals, SGBs, teachers, parents and learners involved. Participation is voluntary and additional remuneration will not be paid;

2016/10/07

1

Making education a societal priority

<div align="right">
P.O. Box 13894

Laudium

0037

March 2017
</div>

The School Principal

Department of Education

Johannesburg South

Gauteng

2000

Dear Sir/Madam

PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I, Vanitha Govindasamy am registered for the Doctoral degree in Education Management at the University of Johannesburg. I hereby wish to conduct research at your school. I am engaged in a research project determining the role of the principal as instructional leader in the facilitation of curriculum changes.

The title of my thesis is: The principal as instructional leader in the facilitation of curriculum changes: provision for quality education. Please be advised that the study involves no invasion of individual rights and privacy. No confidential information regarding those who participate in this research will be made known. The research project will involve semi-structured one-to-one interviews with the principal as well as focus group interviews with teachers and SMT members. The information obtained will be treated with the strictest confidentiality and will be used solely for this research purpose only.

The researcher undertakes to share the outcomes of the study with the school. It is my presumption that the research findings will make a credible contribution towards

strengthening the principal's role as instructional leader to ensure improved learner performance.

Your support and attention in this matter will be highly appreciated. If you have any questions or concerns, please feel free to contact me.

Yours faithfully

Vanitha Govindasamy

Interview with school principal

Instructions for the interviews

Your answers will be treated as confidential by the researcher.

Questions will be gladly repeated upon request.

The interview is likely to last approximately 60 minutes.

Your participation and contribution will be highly appreciated.

Interview Questions:

1. What are your views about the numerous curriculum changes made by the Department of Education? Explain how do you set about facilitating curriculum changes at your school?

2. Explain what is your role in leading and managing teaching and learning at your school? (Instructional leadership)

3. What is the role of the SMT in managing teaching and learning? (Distributive leadership)

4. What are some of the challenges/obstacles that directly hindered you in managing curriculum changes at your school?

5. What suggestions/measures can be put forward to ensure that the principal and SMT facilitate curriculum changes?

Focus Group Interview

Instructions for the interviews

Your answers will be treated as confidential by the researcher

Questions will be gladly repeated upon request

The interview is likely to last approximately 30 minutes

Your participation and contribution will be highly appreciated

Interviewees

SMT members

Teachers

Interview Questions:

1. Explain what you understand by the concept instructional leadership?

2. Who do you consider should assume this role at your school?

3. How would you describe your working relationship with each other in the facilitation of curriculum changes?

4. How is curriculum changes effected in your school?

5. What are the main challenges that directly hinder the facilitation of curriculum changes at your school as well as the successes experienced in implementing curriculum changes at your school?

6. What are possible recommendations that can be made to assist principals as instructional leaders who are dealing with the facilitation of curriculum changes? Role of principal

INTERVIEW WITH PRINCIPAL 1

DATE: 2017-03-02   **TIME:** 10H00   **PLACE:** Principal's Office

R   –   Researcher

P1 –   Principal 1

1	R	Good morning Ma'am. Thank you for agreeing to be interviewed and taking time off
2		from your busy day. I hope not to take more than an hour of your time. As mentioned
3		in my letter seeking permission: this study involves no invasion of individual rights
4		and privacy. No confidential information regarding those who participate in this
5		research will be made known. My first question: What are your views about the
6		numerous curriculum changes made by the Department of Education? Explain how
7		do you set about facilitating curriculum changes at your school?
8		
9	P1	It is only a pleasure. We are glad to assist you with your research and wish you all the
10		best. Mmm… While curriculum changes are important, they have to be managed
11		effectively in terms of its implementation. We never get clear, practical guidelines for
12		leading the implementation process. The changes made by the department often
13		frustrates teachers in particular, as more training is required just as they were getting
14		accustomed to the previous one. This is also a costly endeavour and the money spent
15		could be better utilised elsewhere, like the building of more schools. As far as I can
16		remember with the RNCS and now CAPS, we received very little training. Further,
17		the training was rushed and unclear. If my staff required further development, we had
18		to source our own funding. At my school, when the curriculum requires changes we
19		view changes first as an SMT and then as a staff. We have open and honest
20		discussions about the pros and the cons. We discuss the need to train staff, provide
21		extra support to those who need it and then we access and evaluate the success and
22		failure of its implementation. I work in collaboration with our head of academics who
23		oversees all curriculum management activities at the school.
24		
25	R	You mentioned that you view curriculum changes first as an SMT and then as a staff.
26		Any reason for this and what would you consider to be your most important role in
27		facilitating curriculum changes?

28		
29	P1	Well, staff generally get very stressed at the mere thought of a curriculum change,
30		hence to avoid this, we first collaborate as an SMT. I do not like to dampen the spirits
31		of my teachers who work so hard on a daily basis. My SMT and myself look at the
32		proposed curriculum changes and plan around its successful implementation. I am
33		very fortunate to have an excellent SMT who I trust completely and delegate most of
34		my instructional leadership responsibilities. Generally my school days are consumed
35		with administrative duties, dealing with learner issues, parent queries and complaints
36		and the everyday operations of the school. I unfortunately do not always have the time
37		to ensure that quality teaching and learning is taking place. As principal of my school
38		I ensure that I establish a sense of trust with my teachers. I allow them to challenge
39		the content and the intention of the prescribed change in the curriculum. I ensure that
40		a plan is in place for the successful implementation of the curriculum change. At the
41		end of the day, my staff have a choice, they can choose to be victims of change or
42		they can choose to be initiators of change.
43		
44	R	So would you say that your role as instruction leader is important?
45		
46	P1	Mmmm…. as principal, I think I play a pivotal role as instructional leader in
47		implementing effective structures for collaboration. If the principal is able to facilitate
48		curriculum changes and co-ordinate collaborative activities then it can be assured that
49		effective teaching and learning takes place. Teaching and learning is the core business
50		of any school. As head of the school it is not only my duty but my responsibility to
51		ensure that the staff and learners are engaged in effective teaching and learning
52		practices. At the end of the day, I am accountable for the pass and failure rate of our
53		learners as well as the quality of teaching and learning that is offered at my school.
54		
55	R	Explain what is your role in leading and managing teaching and learning at your
56		school?
57		
58	P1	Well, I try to do walk-arounds, as well as pop into classes when I get the opportunity.
59		I occasionally sit in on faculty/phase meetings, I make an effort to get feedback on the
60		appraisals carried out twice a year. The curriculum is reviewed regularly, and this is
61		done in collaboration with the head of academics and the School Management Team.
62		I believe that it is important to communicate a clear vision and goal to ensure

63	innovative teaching and learning practices. Formal tasks are pre-moderated and post-
64	moderated to ensure quality of tasks and consistency of marking. Teachers are sent on
65	various workshops to enhance their teaching skills. Learner's books are checked at
66	least once a term to ensure regular and consistent marking and that corrective work is
67	being done. The head of academics is instrumental in facilitating curriculum changes
68	at the school. I depend on her efficiency and experience in this area. Appraisals are
69	done at least twice a year to establish areas for professional development. At my
70	school we expose our learners to benchmarking assessments. The results of these
71	assessments are then used to assess in-house learner performance and the areas of
72	weakness are scrutinised and a plan of action is put in place to address these issues.
73	Mentor teachers which includes myself model lessons and provide support to new and
74	struggling teachers so that quality teaching and learning exist at my school.

75	
76	R	What is the role of the SMT in managing teaching and learning?
77	
78	R	The SMT members in my school include myself, the Deputy Principal, Head of
79	Academics, Subject Heads and Grade Heads. I believe that the principal and the SMT
80	cannot function without each other. Mutual support and trust must be earned in order
81	to secure a functional working relationship. As mentioned earlier, I have an excellent
82	SMT. They are competent, experienced individuals and many of them have been
83	teaching for more than a decade. I set clear expectations with the aim of maintaining
84	quality standards. This puts me in a very fortunate position. Unlike a colleague of
85	mine who is not in such a fortunate position. He finds it very difficult to entrust
86	several duties onto his SMT mainly because he inherited a school where the SMT
87	were set in their ways and were not cooperate and refused to work collaboratively
88	when it came to curriculum changes. At my school regular meetings are held with
89	SMT members to discuss teaching and learning issues. The Deputy Principal is
90	entrusted to meet with the staff to discuss planning, assessments, challenges teachers
91	face regarding teaching and learning and possible solutions. Responsibility is also
92	given to the Subject Heads to zone in on teaching and learning practices. Subject
93	Heads have regular meetings with staff, check learner's books check the quality of
94	assessment tasks, provide support for new and struggling teachers, implement a plan
95	of action to support weaker learners and to enrich stronger ones. I completely trust my
96	SMT and distribute many of my instructional leadership responsibilities onto them. If

97		this was not the case, I would definitely not cope nor have the time. It would be
98		physically and emotionally draining for me. As an independent school we are
99		fortunate to have a head of academics who sees to most if not all curriculum matters.
100		There is so much of planning and preparation that goes into implementing curriculum
101		changes. Firstly, one needs to understand the changes, place the proposed changes
102		into context and allocate resources. I trust my SMT completely and delegate most of
103		my instructional leadership responsibilities. Generally, my school days are consumed
104		with administrative duties, dealing with learner issues, parent queries and complaints
105		and the everyday operations of the school.
106		
107	R	As the principal, are you directly involved in some of these teaching and learning
108		practices that you just highlighted that the SMT are responsible for?
109		
110	P1	I do try my best. I just find it difficult to keep to my planned daily list of things to do.
111		There are always unexpected, unplanned issues to deal with on a daily basis. It then
112		becomes difficult for me to prioritise matters of immediate importance and matters
113		that can wait. While for example I may have a scheduled meeting with staff regarding
114		learner support, I sometimes have to excuse myself as I have to deal with a parent
115		complaint or a discipline issue that cannot wait. That's the reality. I sometimes don't
116		think that my staff understands at times. It is very difficult to please everyone. As
117		head of the school it is not only my duty but my responsibility to ensure that the staff
118		and learners are engaged in effective teaching and learning practices and that
119		curriculum changes are effectively implemented.
120		
121	R	So would you say that an effective organisational structure that promotes
122		collaborative relationships is essential in running a school?
123		
124	P1	Absolutely, effective organisational structures promote collaborative principles. This
125		allows for both the principal and SMT to work together as one collective unit in co-
126		ordinating and enhancing curriculum activities.
127		
128	R	What are some of the challenges/obstacles that directly hindered you in managing
129		curriculum changes at your school?
130		

131	P1	Older, more experienced teachers are set in their ways and tend to drag their feet at
132		the mere mention of a change in the curriculum. It is often difficult to ensure that all
133		staff including myself understand the curriculum changes and effectively implements
134		it. There is no clear, guidelines from the Department on how to lead the curriculum
135		change implementation process. Let us not forget, lack of or insufficient training for
136		both principals and staff. Certainly, there is a lack of a structured, systemic approach.
137		We are just thrown into the deep end with no training, support or guidance. We also
138		have not been involved in the policy formulation let alone the planning at department
139		level. Speaking from experience, usually the first year of a new curriculum
140		implementation is purely a trial. Basically what works and what doesn't. Personally,
141		this disadvantages learners in that particular year. Further at my school, parents
142		sometimes more than teachers require convincing that the curriculum change will
143		inevitably enhance the quality of teaching and learning. I also find it difficult
144		balancing my administrative tasks and spending time on my core purpose and
145		responsibility and that is ensuring that quality teaching and learning is happening.
146		Every time we had to implement a new curriculum change at my school, there were
147		always challenges. I do not dispute that, and it is not always easy trying to overcome
148		some of these challenges. We try, we really try. We try and make the transition
149		process as simple and comfortable for our teachers. So a lot of prior planning and
150		collaboration has to take place.
151		
152	R	Do you find that your role as leader is more managerial than instructional?
153		
154	P1	Well, certainly as I understand it, it should be instructional. However, if I don't attend
155		to managerial matters, who will? I have to depend on the Deputy Principal and
156		Faculty Heads to oversee most of the teaching and learning matters. We also have a
157		Head of academics who is responsible for analysing results and making sure that the
158		standards of teaching and learning are maintained. So as a school, we are lucky to
159		have such luxuries. Further, they are the ones who are in the classrooms and are
160		interacting with teachers on a daily basis. Uh… Mmmm I assist where and when I
161		can.
162		
163	R	What suggestions/measures can be put forward to ensure that the principal and SMT
164		facilitate curriculum changes?

165		
166	P	We need to research all the pros and cons of the curriculum changes that need to be
167		made. The department need to really consider piloting curriculum changes for at least
168		two years before they are introduced to schools. When they are eventually introduced
169		to schools, we need to do a trial run with a few members of staff to get their honest
170		feedback. We need to discuss with staff the changes that needs to be made to get their
171		buy-in. All this requires systemic planning and a proper implementation structure.
172		Being an independent school, we do not always have knowledge or access to all the
173		government workshops yet we have to follow the same curriculum. At the time when
174		CAPS was implemented we struggled sourcing a suitable trainer. We belong to
175		ISASA, Independent School Association of South Africa and we write the IEB Grade
176		12 exams. I stand to be corrected, but I do not think that ISASA and IEB members
177		were involved in the planning stages of the CAPS curriculum. Therefore we did not
178		get the desired support from the Department. The government needs to arrange for
179		onsite, comprehensive training and we need be given more time to review the
180		implementation process and its success and failure. A principal friend of mine who
181		works for the GDE mentioned the Advanced Certificate in Education, School
182		Leadership and Management, (ACESLM) programme. Do independent school
183		principals not have access to this programme? Why do we not get informed about
184		such programmes. Does South Africa not have one education system? We are
185		expected to capture all our data on the Government SASAMS management system for
186		analysis. What is done with this information? Sorry, maybe I am going off the
187		question but I believe that we are excluded from certain aspects within the
188		government pertaining to curriculum delivery and change or we are the last ones to
189		come to know about any change in the curriculum. That's just my view.
190		
191	R	Does ISASA or IEB not provide the necessary support and guidelines with the
192		curriculum?
193		
194	P1	We follow the CAPS curriculum from Grade R − 9 and the IEB guidelines for Grade
195		10 – 12, and this is policy. My concern is that by the time any curriculum change
196		reaches ISASA and IEB it is sometimes too late. Government school had already
197		implemented the change to a subject well ahead of us and this is as I see it unfair to
198		our learners.

199		
200	R	Do you perhaps think that that ISASA and IEB should provide more training?
201		
202	P1	Absolutely, ISASA and the IEB do provide workshops but they are not always
203		specific to curriculum changes. Staff development and training are really important so
204		that teachers get the support they need in their particular subject and also so that they
205		are prepared, updated, and guided when it comes to curriculum changes. Further,
206		training and development could help teachers adapt their practice to meet the changed
207		requirements. Teachers should have free access to a variety of workshops, in-service
208		training, refresher courses and seminars.
209		
210	R	In order for you to succeed in managing curriculum changes what is the nature of
211		support do think that you will need?
212		
213	P1	In order for me to succeed in managing curriculum changes, I need to be trained,
214		work-shopped and acquire variety of skills. Generally, my school days are consumed
215		with administrative duties, dealing with learner issues, parent queries and complaints
216		and the everyday operations of the school. I unfortunately do not always have the time
217		to ensure that my staff are implementing the proposed curriculum changes effectively.
218		
219	R	Do you network with other principals when it comes to curriculum changes?
220		
221	P1	No. You go to these network meetings and all you hear is principals complaining
222		about their staff, learner discipline or demands from the Department to adhere to
223		Government policies. It is a waste of my time. Maybe it has now changed but I just
224		stopped going to these meetings. Network meetings that are well structured, where
225		everyone is committed to working collaboratively on matters related to curriculum
226		changes would certainly be worthwhile.
227		
228	R	Okay, I am going to leave it there. Once again, thank you Ma'am for your time. It has
229		been a very informative morning and your insight is greatly appreciated.
230		
231	P1	Thank you

DATE: 2017-02-28   **TIME:** 14H00   **PLACE:** Principal's Office

R   –   Researcher

P3 –   Principal 3

1	R	Good morning sir. Thank you for agreeing to be interviewed and taking time off from
2		your busy day. I hope not to take more than an hour of your time. My first question:
3		What are your views about the numerous curriculum changes made by the
4		Department of Education? Explain how do you set about facilitating curriculum
5		changes at your school?
6		
7	P3	Well, you see ever since the Education Department has introduced OBE, NCS, RNCS
8		and now CAPS, we have adapted to the new changes in my school. We have tried to
9		make it more interesting for learners and educators. We made sure that when we
10		plan, present and assess a lesson, following the policy is our number one priority
11		which we liaise with. We make sure that parents are fully involved in the academic
12		activities and disciplinary activities.
13		
14	R	Explain what is your role in leading and managing teaching and learning at your
15		school?
16		
17	P3	I make sure that I liaise with my SMT all times to make sure that there is COLT in the
18		school. I make sure that there is correspondence with the district and whatever
19		important information received, I make sure that it reaches the relevant people. I make
20		sure that staff have learning and teaching support material. I ensure that the HODs
21		and Deputy principal are monitoring teaching and learning. I ensure that the regular
22		meetings such as Grade and Phase meetings are happening.
23		
24	R	What is your involvement in the assessment programme at your school?
25		
26	P3	All test and exam question papers do come to me for final approval, so I do get the
27		opportunity to scan through them. I would like to get more involved with the pre-

28		moderation and post-moderation process but unfortunately, I have to be honest,
29		sometimes I do not have the assessment knowledge across all the subjects to give my
30		advice or support. I recall that when the RNCS was introduced, we all had to attend
31		compulsory training. I made an effort to familiarise myself with the requirements in
32		most of the subject areas but then not too long after, the CAPs policy was introduced.
33		Does it ever stop? Will it ever stop? Our responsibilities and duties as principals
34		have since changed. It gets more and more difficult trying to keep abreast of changes
35		in the curriculum.
36		
37	R	What is the role of the SMT in managing teaching and learning?
38		
39	P3	My SMT play a very important role in my school. They form part of the
40		organisational structure of the school and know where their roles and responsibilities
41		lie. As principal, I make sure that collaboration among the SMT is a daily practice.
42		The SMT is responsible for ensuring professional development of teachers, they
43		ensure that staff attend workshops arranged by the GDE and they oversee the IQMS
44		process. Not all teachers/HODs can go to workshops however those who do attend are
45		expected to share what they have learnt with the rest of the staff. The SMT is
46		responsible for monitoring all curriculum related matters. The SMT plays a very
47		supportive role to the staff. They continually ensure that strategies are in place to help
48		staff improve in all areas of teaching and learning. Further, I have to delegate some of
49		my instructional duties because of the complexity of tasks, I have to perform.
50		
51	R	What are some of the challenges/obstacles that directly hindered you in managing
52		Curriculum changes at your school?
53		
54	P3	Firstly, it is important for us as principals to be involved in the planning process. We
55		the need training on curriculum and change management. This then make the
56		implementation in schools to be less stressful. It is often difficult to monitor if all
57		teachers know and fully understand curriculum expectations, let alone curriculum
58		changes. Anyway try, convincing the older staff to accept the prescribed curriculum
59		changes. I always get resistance from them, no matter what you try to convince them
60		of the benefits to the learner. Teachers not having access to a variety of workshops
61		often create misunderstanding around curriculum guidelines. Further, some
62		workshops happen during school time and I would rather have that teacher in the class

63		than attend the workshop. Workshops that are held in the afternoons finish late and
64		many of my teachers take public transport. Teachers have also complained that just as
65		they get settled and are confident with their subject matter and subject requirements a
66		new change is implemented. I really feel strongly that education should not be used
67		to propagate political agendas. This, they feel is very frustrating. Unfortunately, I do
68		not have the time nor the expertise to fully comprehend all subject matter to offer my
69		support. I barely have time in the day to see to the day-to-day operations of the
70		school. The amount of administrative work required by the GDE is sometimes
71		overwhelming. I don't think that the GDE realises what we have to deal with on a
72		daily basis at our schools. Every day, brings new challenges, new issues to deal with.
73		No two days are the same. When I get to school in the mornings, I cannot plan my day
74		ahead as there is always something to deal with. Like the other day, I had to deal with
75		a disciplinary issue that practically took the entire day, and still it is not sorted out.
76		
77	R	So, instructional leadership would be difficult for you to carry out.
78		
79	P3	Absolutely, that is why I rely on my SMT. But, shame it is not easy on them as well.
80		Even, with the discipline issues, unfortunately I need the support of my SMT as well.
81		You won't believe what a time-consuming process it involves. At the end of the day,
82		we do what we can to ensure that the school is running smoothly. It not as simple as
83		one would make it out to be. So we all try our best to juggle between ensuring that
84		effective teaching and learning is taking place, as well as ensuring the school daily
85		operations run smoothly.
86		
87	R	What suggestions/measures can be put forward to ensure that the principal and SMT
88		Facilitate Curriculum changes?
89		
90	P3	For, me personally, I need support on how I can manage time first before I can help
91		with the facilitation and monitoring of curriculum changes. Once I am able to manage
92		my time, I would like to get more involved with the actual teaching and learning
93		practices. The entire SMT requires training for the effective implementation of
94		change. This lack of focus from the Department on enhancing the management
95		capability of the SMT results in weak curriculum change planning. I also think
96		delegation is an important management task, and delegating to the right individual
97		could help get the job done. Certainly, staff have the specific skill and talent, I need to

98		identify such staff and empower them to become part of my change initiative.
99		Collaboration is a key component to ensuring effective facilitation of curriculum
100		changes. As a staff we all should have one goal and we all need to work together and
101		strive towards achieving that goal. As principals, I believe that we are not adequately
102		trained to perform our roles as instructional leaders in curriculum planning and this
103		inadequacy creates many challenges when it comes to managing curriculum changes
104		in our schools. We are also not given the opportunity to be part of the curriculum
105		planning at department level and we feel excluded from key decision-making
106		affecting the curriculum in our schools. Further, the Department need to establish
107		mentoring programmes for principals. I believe that principal advisors can visit the
108		school regularly to assist us with the implementation of curriculum changes. They
109		need to see first-hand whether the proposed changes are practical and easily
110		understood by the teachers
111		
112	R	Thank you sir, that brings me to the end of my interview questions. Thank you once
113		again for your time. It is greatly appreciated.
114		
115	P3	Thank you, I am glad I could be of assistance. I think you have opened my mind
116		around the topic of instructional leadership. I am already trying to unpack our
117		conversation and hope to put a plan into action. I would love to get more involved in
118		the teaching and learning aspects of the school, this is in fact our core business and
119		should be my core role as principal of the school. I actually feel guilty that I spend so
120		little time in the classroom. I want to know all the leaners, I want to find out what
121		their needs are and the needs of the teachers.
122		
123	R	Thank you, Sir.

DATE: 2017-07-29   **TIME:** 15H00   **PLACE:** Principal's

Office

R – Researcher

P - Principal

124   R   Good afternoon sir. Thank you so much for doing this follow up interview with me. I

125   really appreciate your kindness and understanding. As explained over the phone, I had

126   a chance to transcribe our previous interview and analyse some of the findings. There

127   were a few responses that I needed clarity on as well as for you to give me a little

128   more detail into some of the questions that were asked. It shouldn't take too long, I

129   actually just have mmmm, 4 to 5questions.

130

131   P3   Sure, R. We just need to be done by 15:45, we have a Governing Body meeting today.

132

133   R   Thank you sir. Completely understand, it shouldn't take too long. Can you describe

134   how you go about facilitating curriculum changes at your school?

135

136   P3   Okay, so generally when the Department introduces curriculum changes we are

137   usually the first people the curriculum changes are communicated to. This happens at

138   a principal's meeting or workshop. It then becomes our responsibility to take this back

139   to the school. I first call up a meeting with my School Management Team where we

140   discuss the intended or proposed changes. We break it down into smaller sections for

141   easy referencing and understanding. The School Management Team then shares the

142   changes with the staff. The HODs in each subject area or phase is responsible for

143   ensuring the curriculum changes are understood and implemented. The Deputy will

144		ensure that the curriculum changes are reflected in the planning and assessment and
145		assist the teachers should they experience any difficulty. What works quite well is
146		setting up time slots where each subject is given priority. At such brain-storming
147		sessions which I sometimes facilitate, teachers share their experiences, their
148		challenges and benefits of the curriculum change. At these meetings, teachers get a
149		better understanding of the intended curriculum change as they have the opportunity
150		to discuss the curriculum delivery process and how they can effectively implement the
151		intended curriculum changes.
152		
153	R	So what happens when a teacher is really being stubborn and refuses to accept the
154		Curriculum change?
155		
156	P3	I guess that would be a totally different matter altogether. Then that would fall under
157		Staff code of conduct and that teacher would unfortunately be taken to task and the
158		due process will follow. At the end of the day we all need to aspire to achieve the
159		vision and mission of the school. Keeping staff motivated is a full-time job. I
160		sometimes don't blame them for their low morale. Teachers are constantly expected
161		to go the extra mile, they are subjected to frequent curriculum changes, overcrowded
162		classrooms and learner discipline problems.
163		
164	R	What is your involvement in assessments?
165		
166	P3	Well at the end of every term, the Deputy and the HODS give me a quick analysis of
167		The learner's results. We discuss the increase or decline in averages across the
168		different subjects and Grades. We then discuss intervention measures that need to be

169		put in place for the following term. Unfortunately, I do not have the time or the
170		expertise to fully comprehend all subject matter to offer my support when it comes to
171		changes in the curriculum. A change in the curriculum calls for a complete revamp of
172		current systems and sometimes it is just too much to handle. I barely have time in the
173		day to see to the day-to-day operations of the school. Further, the amount of
174		administrative work required by the GDE is sometimes overwhelming.
175		
176	R	Who would then be responsible for overseeing this?
177		
178	P2	Well, the HODs and the Deputy. This is their responsibility. I am there to give my
179		Support but very often they are very capable of handling matters themselves.
180		
181	R	With regards to curriculum planning and monitoring what is your role?
182		
183	P3	My role…curriculum planning and monitoring is a huge task and therefore cannot be
184		done by just one person. The whole SMT is involved in this process. We have subject
185		Heads and HODS who monitor the curriculum from checking lesson plans, year plans
186		and assessment plans. Test moderations, book control and class visits are all part of
187		the monitoring process. I also try to do class visits and moderate the tests. I do try and
188		get involved where I can.
189		
190	R	Thank you. Mmm… Does the staff have opportunities for professional development?
191		
192	P3	I think that I have already mentioned that the training provided by the department was
193		very basic, it was done over two days if I am correct. I know that the staff needed
194		more training when CAPS was implemented and this lack of sufficient training

195		contributed to the staff resistance to change as well as the many uncertainties around
196		the curriculum changes. I have to say though that when opportunities for professional
197		development do arise not many staff are keen, there are always excuses, it is on the
198		weekend, it is too late, I don't have transport…this is what I have to deal with. There
199		is no clear guidelines from the Department of Education on how to lead the
200		curriculum change implementation process. Let us not forget insufficient training for
201		both principals and staff.
202		
203	R	Do you have internal workshops?
204		
205	P3	Do you mean workshops facilitated by staff members?
206		
207	R	Yes.
208		
209	P3	We have tried it out but again time is a factor, it is not always easy finding a common
210		time for all staff members to meet. On a few occasions we did have staff who
211		attended external workshops come and give feedback or workshop the entire staff. To
212		be honest, we sometimes don't follow-up when teachers attend these external
213		workshops. There is just too much happening and trying get your head into
214		everything can be really difficult.
215		
216	R	Do you network with other principals when it comes to curriculum changes?
217		
218	P3	For me, having the opportunity to talk to my fellow principal colleagues and share our
219		leadership challenges in managing curriculum changes is important because I am able
220		to approach the challenges at my school from a different perspective.

221

222　R　　Okay, Ma'am. Thank you. I think that was about it, I have covered all my questions.

223　　　　Thank you once again.

224

225　P3　　Thank you.

FOCUS GROUP INTERVIEW 1 AT SCHOOL A WITH TEACHERS, DEPUTY

PRINCIPAL AND HODS

DATE: 2017-03-29   **TIME:** 14H00   **PLACE:** STAFFROOM

R – Researcher

HOD 1 – Head of Department 1

HOD 2 – Head of Department 2

DP – Deputy principal

T1- Teacher 1

T2 – Teachers 2

T3 – Teacher 3

3 R   Good afternoon to you all. Thank you all for agreeing to be interviewed and taking time
4   off from your afternoon. I hope not to take too much of your time. I would greatly
5   appreciate it, if you all could respond to each of the questions. So, shall we get started?
6   Alright, explain what you understand by the concept instructional leadership?
7   1
8 T1   I think that it is the setting of goals, managing the curriculum, monitoring lessons,
9   allocating resources and evaluating teaching and learning. Quality of instruction is of
10   paramount importance in all schools.
11
12 HOD 1 Instructional leadership, is a broad term that is used as a vehicle to consistently
13   improve teaching and learning methods in order to unleash the potential in learners
14   and maximise their growth. I strongly believe that all educators and management are
15   responsible for instructional leadership. Instructional leadership is evolving, because
16   of the many day to day challenges in the school environment, at society at large and
17   not forgetting the changing trends in education. Instructional leadership has to be
18   adapted to suit the geographics and dimensions of the school.
19
20 DP   In my opinion, instructional leadership involves managing the curriculum to promote
21   quality teaching and learning. It also includes guiding, mentoring and evaluating
22   educators so as to enhance quality and maintain high academic standards. The

23		curriculum has to be closely monitored by the Head of a Phase, Grade or Subject so
24		that effective instruction takes place. Leaders ensure that lessons plans are checked
25		and appropriate teaching and learning resources are made available.
26		
27	T2	I understand the concept of instructional leadership as an important key in improving
28		student achievement. Instructional leadership means creating a school culture that
29		makes student learning a top priority. It also means ensuring that learner resources
30		are made available in order to support teachers' efforts in improving student
31		achievement.
32		
33	HOD 2	School leadership has to ensure that an appropriate tone and environment conducive
34		to effective teaching and learning takes place. I would understand instructional
35		leadership to be the role of the principal and Deputy Principal and they have the
36		responsibility to drive the whole process of teaching and learning at a school.
37		Instructional leadership would encompass all aspects of the school community,
38		including the curriculum, teaching and learning, resource allocation…mmm. both
39		physical and human.
40		
41	T3	Instructional leadership, I believe are all the actions that the principal engages in, in
42		order to promote quality teaching and learning. These actions include monitoring and
43		evaluating teaching and learning practices, and they include managing the curriculum,
44		allocating resources, embedding whole school teaching and learning practices,
45		monitoring assessments and ensuring teacher professional development and
46		empowerment.
47		
48	R	Great! Certainly a very common definition coming across. Who do you consider
49		should assume this role at your school?
50		
51	HOD 2	The principal should, most certainly, assume this role. It is the principal's role to lead
52		the instructional leadership programme with a predetermined goal and vision. The
53		principal has the capacity as instructional leader to allocate resources, manage
54		curriculum changes and promote quality teaching and learning practices.
55		
56	T3	I completely agree that it is the core role and responsibility of the principal. However,

57		principals can delegate some of the instructional leadership responsibilities to their
58		School Management Team. I believe that instructional leadership should be carried
59		out by the principal as the leader of the school. The principal as instructional leader
60		makes the final instructional leadership decision but in collaboration with his or her
61		SMT. Instructional leadership has a hierarchy of levels in terms of who is responsible,
62		what they are responsible for and who has the authority to make decisions. So in a
63		school situation, you have the principal on top who is responsible for the instructional
64		leadership at school level and is accountable to the Department of Education, then you
65		have the SMT who is responsible for instructional leadership in their department,
66		subject or phase. Finally, the teacher is an instructional leader who is responsible for
67		his or her planning at class level.
68		
69	T2	I think the school principal should assume this role. Mmmm, if you think about it,
70		they are the ones to set expectations and determine the goals and vision for the school.
71		
72	R	Do you think that it is only the principal who is responsible for determining the goals
73		and vision of the school?
74		
75	T2	Well, I guess this is done in collaboration with the School Management Team.
76		
77	HOD1	I also feel that the principal should assume this role supported by the SMT and
78		teachers yes. The principals should develop structures, but structures can refer to
79		curriculum committees, staff development teams and assessment teams for example.
80		When curriculum changes are introduced, it is the role and responsibility of such
81		teams to ensure that information, materials etc. are disseminated to the staff and that
82		planning and monitoring takes place. Time is a constant barrier for the principal to
83		enhance the curriculum, monitor and evaluate teaching and learning while managing
84		the day to day running of the school. I therefore feel that this enormous task should be
85		shared amongst all the stakeholders in the school.
86		
87	T1	Mmm, I to would have to answer differently. I strongly believe that it is the role of the
88		HOD with the guidance of the principal. The HOD spends most of her time
89		collaborating and working with teachers and learners. Therefore they are in the best
90		position to assume the role of instructional leader.

91		
92	DP	The principal is the instructional leader in the school. Yes, HODs assume some
93		responsibility but with the guidance of the principal. Because the DP works very
94		closely with the principal they can assume most of the responsibilities as instructional
95		leader. Principals and the Deputy are the best people to be role models, and who are
96		excellent sources of information especially when it comes to facilitating curriculum
97		changes.
98		
99	R	How would you describe your working relationship with each other in the facilitation
100		of curriculum changes?
101		
102	T1	Unfortunately, I believe that it is very much a top down approach. We are not always
103		consulted when it comes to implementing curriculum changes.
104		
105	T2	Well, to some extent I agree with T1. However, I believe that there needs to exist trust
106		and understanding amongst the staff and the SMT. Speaking from a teachers' point of
107		view, I believe that it is important for the SMT to involve us completely in decision
108		making especially when it comes to managing curriculum changes.
109		
110	HOD2	A relationship of trust and professionalism is essential when facilitating curriculum
111		changes. Teamwork and constructive engagement amongst staff contributes towards
112		effective implementation of curriculum changes. I would say that we as a school are
113		open and flexible to curriculum changes.
114		
115	DP	We work collaboratively, supporting, guiding and helping each other through the
116		daunting but necessary process of implementing curriculum changes. There is a lot of
117		hard work, planning, preparation and commitment between the SMT and teachers.
118		There occurs a lot of research, reflection and experimentation which is on-going. We
119		are patient with each other and understand that implementing curriculum changes is a
120		gradual process but is a much needed process to promote quality teaching and
121		learning.
122		
123	HOD1	I would have to disagree. Effective communication and visibility of the SMT remains
124		a huge barrier in facilitating curriculum changes. The relationship between the SMT

125		and teachers have been severely strained because leadership is more a top down
126		approach. This is conceived as autocratic as there is often no shared decision making.
127		Inquiry and improvement of learners' results have taken a back seat because of the
128		flat delegation structure. Teachers and management do not meet on a regular basis to
129		discuss problems encountered by teachers. While teachers rely on the support of the
130		principal, this is often difficult as our principal's time is consumed by administrative
131		duties and dealing with issues that are not the responsibility of the principal. If I have
132		to be honest, there were always misunderstandings when it came to changes in the
133		curriculum. This is because we do not get the required guidance and support. We
134		certainly lack proper structures and proper training that allows for effective
135		curriculum management. It is really frustrating at times. It is often very difficult to get
136		hold of the principal or deputy principal for that matter. They are often in meetings
137		and when they are available we are teaching. Finding a common time to approach the
138		principal or deputy principal is practically impossible at times. As a result, we
139		eventually do what we think is right without any guidance or support, eventually
140		conflicts are bound to arise. At the end of the day, it is our learners that suffer the
141		consequences.
142		
143	T3	There are occasions when the staff are given opportunities to be involved in shared
144		decision making however major curriculum changes, I agree, are made by the SMT.
145		
146	R	How is curriculum changes effected in your school
147		
148	HOD 2	Most often, the intended changes are discussed with all staff members. Although in
149		some cases decisions on curriculum change were made before consultation with the
150		staff however support is sufficiently provided. Follow-up monitoring and
151		communication happens with the staff and staff are involved in in-house workshops
152		and training. The Principal and Academic Head at our school are actively involved
153		in ensuring a confident application of the curriculum change process.
154		
155	HOD 1	Well, I believe that it can be effected in a more efficient and effective manner. My
156		experience at school is that curriculum changes are effected through emails and
157		written guidelines. For me, the training has not been adequate and lacked
158		consistency and clear direction.

159		
160	T1	We are not always consulted when it comes to implementing curriculum changes.
161		The recent curriculum change was trust upon us and we teachers had to comply.
162		
163	T3	I would have to agree with HOD 2 in that we can point out times when curriculum
164		changes were made by the SMT without prior consultation with the staff. However,
165		I believe that curriculum changes are effectively communicated to the staff to
166		ensure our understanding and the purpose behind the proposed change. Speaking
167		from experience, I encountered difficulty understanding the CAPS document. The
168		training received was not sufficient in ensuring my thorough understanding.
169		
170	DP	We try our best to ensure that the teachers receive adequate training on an on-going
171		basis. We also try to provide teachers with sufficient guidelines and clear direction.
172		
173	T2	Okay, before any curriculum changes are rolled out, regular meetings are set with
174		the staff to discuss the implementation process and to get the buy-in of the
175		teachers.
176		
177	R	What are the main challenges that directly hinder the facilitation of curriculum
178		changes at your school as well as the successes experienced in implementing
179		curriculum changes at your school?
180		
181	T1	I believe the main challenge have been getting everyone to embrace the curriculum
182		change and to work collaboratively to ensure its successful implementation.
183		Teachers need to receive on-going support. Not just once off! Usually, a couple of
184		months after being introduced to a change in the curriculum, we need reassurance
185		from our principal and SMT that we are on the right track. The SMT is always
186		busy! I would our principal to understand our concerns and struggles when it
187		comes to implementing curriculum changes. This is only possible if she works with
188		us on matters involving teaching and learning."
189		
190	DP	For me, the main challenge has been the lack of finance. Follow up- curriculum
191		workshops/courses are costly and not everyone had the opportunity to attend these

192		workshops. Whilst this posed as a challenge, being part of the county's curriculum
193		changes has also been a rewarding experience. Staff were encouraged to work
194		collaboratively when unpacking the changes and streamlining it with what was
195		already working for the school.
196		
197	HOD 2	The main challenge continues to be reluctance of staff members to change their
198		teaching methods and strategies that accompanied the curriculum changes. Staff I
199		believe are also hesitant to accept curriculum changes due to the fear of failure.
200		Availability of resources to effect changes has also been a challenge not forgetting
201		lack of proper training which continues to be a hindrance. We certainly rely on our
202		principal to support during such times.
203		
204	T2	For me personally, and maybe I speak on behalf of most of the teachers when I say
205		that we never get the required support from management. The HODs and Deputy
206		Principals have their own classes to see to, and we feel guilty to always be
207		troubling them for assistance. Also our constant request for support may be seen as
208		us being incompetent. No one is to be blamed but that is the reality of the situation.
209		
210	R	T3, have you ever approached the principal for guidance and assistance.
211		
212	T3	The principal never has time. She is overwhelmed with the issues that she has to
213		deal with. Our concerns may be insignificant compared to what she has to deal
214		with. We are constantly hearing in the staffroom that the principal is very busy and
215		that we should not go to her office. At the end of the day, we do what we think is
216		best.
217		
218	HOD	There is certainly lack of comprehensive training, the finance of the school remains
219		a forerunner in hindering the facilitation of curriculum changes. I think that the
220		lack of empowerment and poor communication has been a challenge. Being on the
221		SMT, I think that it is important that we are trusted to manage, for example the
222		curriculum. When a curriculum change is to be implemented, we are not conveyed
223		the full information. We are not involved in the planning of a change. We just get
224		written emails that this change has been made and we need to see that it is
225		implemented.

| 227 | R | What are possible recommendations that can be made to assist principals as |
| 228 | | instructional leaders who are dealing with the facilitation of curriculum changes? |

229

230 HOD 1 Management should firstly manage their time effectively in order to meet regularly
231 with staff to discuss the management of the curriculum. The 30 minutes on a
232 Monday morning, to discuss our approach in attaining academic success is not
233 enough. Administration must move away from paperwork to be more efficient.
234 Empowerment and delegation to the Heads of Department will free the principal
235 from their roles as instructional leader and visionary. The resources required for
236 each learning area must be revisited annually in order to optimise teaching and
237 learning. The principal, I think also needs to engage in proficient research and
238 adopt best practices from other successful schools to take us forward. Shared
239 decision making will encourage more buy in and motivation from staff. Finally, I
240 think that the principal must accept positive criticism.

241

242 DP The principal must promote a relaxed atmosphere so that staff are motivated to
243 embrace change. Sharing a common goal with the staff is important to promote
244 quality teaching and learning.

245

246 HOD 2 Curriculum change can be daunting and uncertain for staff therefore principals
247 must do what is necessary to support and ease the transition. It is important for
248 staff to feel that they're part of the change. I also feel that principals should
249 delegate greater responsibility and accountability to staff.

250

251 T 3 Well, I think that the SMT including principals should receive training first and get
252 a thorough understanding of the curriculum changes before communicating it to
253 staff. This will avoid misunderstandings and unnecessary judgements.

254

255 T1 I completely agree. Principals should give more responsibility to the HODs as they
256 are in a more direct position to influence all elements around the curriculum.
257 Further, principals as change agents should be competent enough to deal with the
258 various changes in the process of curriculum transformation. Principals should also

259		offer collegial support to staff and make them understand the implementation
260		process and manage curriculum change.
261		
262	R	Thank you so much. It has been a very informative morning and your insight is
263		greatly appreciated. This brings us to the end of our focus group interview.

FOCUS GROUP INTERVIEW 3 AT SCHOOL C WITH TEACHERS, DEPUTY

2 **PRINCIPAL AND HODS**

DATE: 2017-02-28 **TIME:** 13H30 **PLACE:** Classroom

R – Researcher

HOD 1 – Head of Department 1

HOD 2 – Head of Department 2

DP – Deputy principal

T1- Teacher 1

T2 – Teachers 2

3 R Good afternoon to you all. Thank you all for agreeing to be interviewed and taking
4 time off from your afternoon. I promise not to take too much of your time. I would
5 greatly appreciate it, if you all could respond to each of the questions. So, shall we get
6 started? My first question to you all: Explain what you understand by the concept
7 instructional leadership?

8

9 HOD 2 The school principal is the nerve centre for running of a learning institution and as
10 such is instrumental in ensuring that the management of the curriculum is sound
11 through his or her leadership. It is the principals' duty to safeguard that learners
12 receive quality instruction every single day of the academic calendar. The principal is
13 not a separate entity of the school system but he/she is the teacher of the team.
14 Instructional leadership involves effective use of both human and monetary resources
15 and ensures that the best fit people are spearheading different portfolios of the school
16 system.

17

18 T1 I believe that it is leadership that is goal orientated, clear and direct. Leadership were
19 everyone works together…uh …they are seen as a team. This type of leadership is
20 important for effective and smooth running of an institution.

21

22 HOD 1 Instructional leadership refers to the management that focuses on the quality of
23 curriculum and instruction in schools. In this leadership approach, priority is put on

24		regular monitoring of teaching and learning, curriculum delivery and with the
25		allocation of resources to promote academic progress.
26		
27	T2	For me, instructional leadership is the moral purpose on promoting and monitoring
28		deep learning. It involves all the tasks that directly relate to ensuring that effective
29		teaching and learning is taking place within the school environment.
30		
31	R	Thank you for that. Who do you consider should assume this role at your school?
32		
33	HOD 1	The members of staff are affected directly and should take responsibility for quality
34		delivery of teaching and learning. However, the principal together with the senior
35		management team, I think, should take on the responsibility of instructional
36		leadership.
37		
38	T 1	Definitely the principal and school management team. I would assume that they
39		would be the best people given their experience and position to ensure that effective
40		teaching and learning takes place.
41		
42	T2	I think that the role of instructional leadership should be entrusted in the hands of the
43		principal. He or she being the head of the school has the responsibility to ensure that
44		quality teaching and learning is of paramount importance in his or her school.
45		Whether principals practice instructional leadership in schools, in our school
46		specifically, is a burning question?
47		
48	HOD 2	The school management team which comprise of the principal, Deputy Principal and
49		Heads of Department should be involved in ensuring that learners receive quality
50		instruction every day, through the way they structure their organisation. Through the
51		structure of the school, the different elements should complement each other in the
52		drive to bring about quality education provision.
53		
54	R	Okay, How would you describe your working relationship with each other in the
55		facilitation of curriculum changes?
56		

57	HOD 2	We have a sound working relationship…We work as a team, always interacting to
58		bring about curriculum changes. As mentioned earlier, the principal being the nerve
59		centre of the institution brings on changes with different role-players in the school
60		system and leads the implementation and evaluation of the changes made. Being a
61		member in the team requires skills of integration of the different aspects of the
62		curriculum which will ensure effective teaching and learning.
63		
64	T1	I believe that the school management team have a great, yes, sound working
65		relationship. I say this because I have seen the school management team work as a
66		team and are comfortable working together. Everyone works towards a common goal
67		and in saying that it is important for everyone to work together.
68		
69	HOD1	The management team exercises a supportive working relationship. In every aspect of
70		Curriculum changers, teachers rely on the principal and school management to be
71		sources of information related to effective teaching and learning and classroom
72		management. So all portfolios in the school management team are entwined to deliver
73		effective instructional practices and current trends in curriculum change. Teamwork
74		involves listening and responding to ideas and views expressed by others. We are
75		fortunate to have a wonderful working relationship with the SMT. We often work as a
76		team. We also have an excellent principal who is very supportive and understanding.
77		
78	R	How is curriculum changes effected in your school?
79		
80	T1	Curriculum changes at points are necessary. With for example the change to the
81		CAPS Curriculum, we as a school embarked on comprehensive training. A lot of
82		planning and preparation was necessary.
83		
84	HOD 1	Proper management and evaluation of staff and student performance is done. Proper
85		modelling of learner achievement is maintained. Curriculum reforms are effectively
86		managed.
87		
88	T2	I am not so sure that curriculum changes are effectively managed at the school. Yes,
89		we do engage in a few workshops, but was it enough? How do we know that we are
90		doing the right thing. No one checks that I am following the prescribed curriculum for

91		my subject. I rely solely on the CAPS guidelines for Social Science. I wish there
92		could be on-going training specifically related to my subject. I also sometimes need
93		reassurance from experts in the subject that I am on the right track.
94		
95	HOD2	Workshops were done. As a school we have our own internal workshops which
96		further consolidates what needs to be done to effect curriculum changes. The
97		curriculum changes are implemented gradually and when there is a need for further
98		emphasis or training, follow-up workshops are held. To ensure effective
99		implementation of the changes.
100		
101	R	What are the main challenges that directly hinder the facilitation of curriculum
102		changes at your school as well as the successes experienced in implementing
103		curriculum changes at your school?
104		
105	HOD2	I think resistance to change is one of the many challenges experienced when
106		implementing a new curriculum. Teachers are often too comfortable with the old way
107		of teaching and are not always willing to embrace or accept changes to the
108		curriculum. For them, it feels like unnecessary work. When we moved from RNCS to
109		CAPs, I think that it was managed well. While we as a school management team try
110		our best to effectively implement changes through meetings, discussions, training,
111		most of the time this is not enough. We have our own classes to see to. It becomes
112		difficult to find common times to meet and have discussions.
113		
114	T2	Well, I mentioned earlier on, we need on-going training. Implementing curriculum
115		changes is not a once-off process. It requires monitoring, it requires time to adjust to
116		new ways of planning and assessing and we teachers need support and the resources
117		to go with. But, I also think that it is important for the new curriculum to not be too
118		rigid. Teachers' creativity should not be stifled. I also feel that curriculum changes are
119		happening rather fast and it is confusing us in such a way that we do not know
120		whether to use one method or resort to the old method of teaching that the other
121		teachers are used to.
122		
123	HOD1	Although we are trying to make these changes work effectively, we find teachers that
124		are not ready to adapt with the new changes. The issue of lack of on-going training

125		and educational resources are also affecting the effectiveness of new changes in
126		curriculum. The principal is unable to take responsibility for the facilitation process
127		which is one of the prerequisites of successful implementation of curriculum changes.
128		He is unfortunately, overloaded with paperwork and dealing with the day-to-day
129		operations of running the school. We as senior management sometimes do not have
130		the time to give the required support to teachers as we have our own classes to see to.
131		
132	T1	I think that HOD 1 hit the nail on the head. We wish we could get more support and
133		guidance from the school management team and from the principal. Please don't get
134		me wrong I am not saying that they are not doing their job or that they are
135		incompetent, but personally, I just think that their workload is too much to deal with. I
136		do not expect Mr HOD1 to leave his class and assist me with my needs which may
137		seem even trivial but important to me.
138		
139	DP	I think everyone has covered some of our key challenges. I would just like to add that
140		the difficulties inherent during the curriculum transition stage delayed the updating of
141		content in texts books and digital learning platforms. Further when textbooks were
142		upgraded to suite the relevant content it became too costly for us as a school to
143		purchase new textbooks. We had to do this in phases which meant disadvantaging
144		some subjects which ultimately disadvantaged the learners. I work very closely with
145		the principal, so I know very well the administrative workload that she has to deal
146		with. Unfortunately, time does not allow for her to assume the sole role as
147		instructional leader, hence duties have to be delegated.
148		
149	R	Thank you. Finally, what are possible recommendations that can be made to assist
150		principals as instructional leaders who are dealing with the facilitation of curriculum
151		changes?
152		
153	T2	I am still going to harp on the fact that we need on-going training, whether it is
154		internally or externally. On-going monitoring of my subject matter is important for
155		me to be confident in my subject. Also, giving high priority to curriculum change is
156		the first step to creating an environment where effective change can take place. The
157		principal needs to be committed to the new initiatives and demonstrate this
158		commitment to all staff.

159		
160	DP	I think that the principal as the key figure around which much of the school activities
161		revolve determines to a great extent his or her ability to manage change in general, let
162		alone curriculum changes. Principals need to acquire the skill to manage the change
163		process effectively, to deal with the challenges that may arise and cope with the
164		resistance to change efforts. Principals require robust training and development on
165		instructional leadership practices. Once they master the necessary skills required to
166		lead and manage the curriculum can they then guide us Deputies and Head of
167		Department to assist teachers at classroom level.
168		
169	T1	Certainly, the core business of any school is teaching and learning and managing the
170		curriculum is a key aspect. In fact, principals should be trained to manage change, we
171		all should be trained, we all should acquire the skills needed to manage or implement
172		curriculum changes. Yes, we need the support and guidance from our principal and
173		Deputy but ultimately we are the ones that have to execute the curriculum
174		implementation.
175		
176	HOD1	I think that we must not forget that new trends in education can have a positive impact
177		on how the curriculum can be managed effectively. Hence, we need to keep up with
178		the new trends in education. Just unpacking the CAPS curriculum is not enough, we
179		need to acquire the knowledge, technique and the skill on how the curriculum can be
180		translated or managed in an effective way so as to challenge, motivate and excite our
181		learners. We should have access to such workshops and courses. I have a friend who
182		teaches at an independent school, and I have to say that we are completely in the dark
183		to the 21st century teaching and learning tools and practices that are out there. My
184		friend talks about De Bono Thinking hats, Mind maps, Habits of Mind Reggio
185		Emelia. I am sure all of us sitting here do not know what these teaching and learning
186		practices are.
187		
188	HOD2	I would have to completely agree with HOD 1. We get so caught up with our day to
189		day teaching that we fail to keep up with the trends in education. Unfortunately, such
190		curriculum innovations need to come from the principal. He needs to be proactive in
191		ensuring that we as a school are following best practices and that 21st century teaching
192		and learning becomes part of our school vision and mission statement. The

193		Department has to step in as well. They should not expect all the administrative duties
194		from them. Principals should have the time and freedom to explore curriculum
195		development and be able to manage the instructional programme of the school.
196		
197	R	Thank you so much. It has been a very informative afternoon and thank you for
198		sharing your insight and experience to the topic being discussed. It is greatly
199		appreciated.